ATLANTA UNIVERSITY

A DESCRIPTIVE ANALYSIS OF THE INITIAL DEVELOPMENT OF ATLANTA JUNIOR COLLEGE

AN ABSTRACT

Submitted to the Faculty of the Department of
Administration and Supervision
In Candidacy for the Degree of
Doctor of Education

School of Education

by

Lillie A. Hopkins

Atlanta, Georgia
August, 1975

R = V T = 115

ABSTRACT

Schools are the target of intense public interest. It is precisely because schools serve the public's most vital legacy, the children, that they become the center of urgent public interest. Quite understandably, people can get more aroused over the well-being of their children than almost any other concern. Education has become so pervasive and its power so crucial to the human condition that its importance must be re-examined.

Moreover, education is very expensive. It represents by far the largest local expenditure in many communities. The price is high, and it is increasing. The public is not inclined to pay the cost willingly unless it has an opportunity to examine the needs and resources carefully. On the other hand, most people are eager to provide the best that they can afford for their children when the need is made clear.

The rapid rise of community junior colleges and vocational and technical schools has been one of the most striking developments on the educational scene. Growing more rapidly than any other sector of higher education, enrollment in these institutions approximately tripled in the last ten years. Beginning in 1969 more freshmen entered two year colleges than four year colleges and universities. Numbering more than a thousand, these two year institutions now enroll approximately one-

third of all college students. They are located in almost every state of the Union.

This dissertation (A Descriptive Analysis of the Initial Development of Atlanta Junior College) developed from an internship at Atlanta Junior College. The dissertation is divided into seven chapters and each chapter gives a critique of the literature followed by an analysis of Atlanta Junior College.

The chapters involve the beginning of the junior college, the curriculum, orientation, minority enrollments, administration in practice and theory, and the conclusion. The author hopes that the reader's encounter with these areas will stimulate him to examine more deeply the historical and philosophical foundation, objectives, programs, and trends of each area as treated in this dissertation.

ACKNOWLEDGEMENTS

Although there are too many individuals to mention by name, the writer would like to thank the faculty, the administrators, and Dr. Edwin Thompson, of Atlanta Junior College for their cooperation in this study.

A sincere appreciation is expressed to Dr. Robert H. Hatch for his guidance and technical assistance during the course of this project. His guidance and assistance is the difference between the success and the failure of this project.

Dr. Clark C. Carnal, Dr. Robert H. Hatch, Dr. Barbara L. Jackson, and Mr. Daniel Young, members of my doctoral committee were patient, encouraging and helpful in their important roles of evaluation and support.

Special thanks goes out to Ms. Rejohnna Brown, a fellow student, who helped me through the trials and errors.

Mr. Freddie Frazier, Jr., provided the inspiration to continue the struggle during the times when perseverance and self-confidence were at its lowest.

Mr. William W. Hopkins:

Let us talk the two of us,
about silly things like ivory tusks
and books
and busts.

When we tire we'll start again
communicating about fins and pins
and insects
and gin.

We'll talk throughout the day
and steal a smile along the way,
We'll cuss and fuss
and
love with lust.

We'll exist with kills and pills
and
intellectual thrills.

We'll catch each others eye—Blush—make
an excuse or two and then we'll smile
and laugh
and fight
and cry.

Finally, to my daughter, Antoinette Hopkins who showed patience, understanding and love during my times of struggle and hardships.

You Are The
Sunshine Of My Life!

FOREWARD

On September 2, 1974, this author was given the opportunity to enter Atlanta Junior College as an administrative assistant to Dr. Dougald Monroe, Academic Dean, and Dr. Edwin Thompson, President.

As an administrative intern, there were no major responsibilities. This author was able to attend all administrative meetings and departments, including student service, registrars' office and financial aid.

It must be noted there were no decision-making powers during the entire internship. This author's role was that of a participant-observer.

While working at Atlanta Junior College, I submitted a proposal entitled: A Descriptive Analysis of the Initial Development of Atlanta Junior College. This dissertation is composed of seven chapters. Each chapter gives a descriptive analysis of a different phase of Atlanta Junior College. In each chapter there is a critique of the literature followed by an analysis of Atlanta Junior College. This outline enables the reader to acquaint himself with the history of the two year colleges and to analyze the Atlanta Junior College in relation to other two year colleges in the country.

The proposal was accepted by the author's committee members: Dr. Clark C. Carnal; Dr. Barbara L. Jackson; Dr. Robert H. Hatch and Mr. Daniel Young.

The activities in which the writer participated as an intern,

which were used as a basis for this dissertation, are listed in the appendix.

ATLANTA UNIVERSITY

A DESCRIPTIVE ANALYSIS OF THE INITIAL DEVELOPMENT OF ATLANTA JUNIOR COLLEGE

A DISSERTATION

Submitted to the Faculty of the Department
Of Administration and Supervision
In Candidacy for the Degree of
Doctor of Education

School of Education

by

Lillie A. Hopkins

Atlanta, Georgia
August, 1975

TABLE OF CONTENTS

Chapter

LIST OF ILLUSTRATIONS

LIST OF TABLES

CHAPTER I

Introduction

CHAPTER ONE

Introduction

During the nineteenth century, American education fell under the very strong influence of the German school system. Germany's achievements in technology and science had made it the learning industrial nation of Europe, for which its educational system received much of the credit. The United States was one of the many nations which admired and emulated German leadership. Not only were the kindergarten and the normal school introduced here from Germany during the nineteenth century, but the modern graduate school and the technical institute were also patterned after their German counter-parts.

It is well known that in Germany a student enters the university not at the end of the twelfth grade, as in the United States, but after the completion of the fourteenth grade. The university, free of responsibility for the relatively immature years of college which would correspond to our freshman and sophomore years, takes the student immediately into advanced work in his field of specialization. This makes the German university primarily an institution for professional training and research.

The German pattern of concentrating on the advanced and specialized studies of the junior and sophomore years, has long been attractive to American educators.

In 1851, Henry P. Tappan, who later became president of the

University of Michigan, published a book entitled University Education. He urged the institutions of higher learning in the United States to become what he called "pure universities" and to re-organize their programs in the German fashion.

Eighteen years later, in 1869, William Watts Folwell reiterated the proposal of Henry P. Tappan in his inaugural address at the University of Minnesota. Neither Folwell nor Tappan proposed the establishment of junior colleges. They were concerned with reforming and strengthening the American university. To Folwell and Tappan it was of little importance what happened to the freshman and sophomore years of the collegiate curriculum, as long as the university could be free of them.

While few actual attempts were made of changing the traditional pattern of collegiate education adapted from England in the seventeenth century, the new theory of more advanced university was gathering momentum during the second half of the nineteenth century.

As an admirer of the German university, William T. Harper hoped he might, in time, eliminate the freshman and sophomore years of his curriculum and concentrate on advanced studies only. In this direction, he organized the upper division (junior and senior years) at the University of Chicago into what he called the "university college" and the lower division into an "academic college." After four years, because these names were somewhat akward, the designations of "senior college" and "junior college" were substituted. While this was not the first instance of an administrative separation between lower and upper divisions in collegiate institutions, it seems to have been the first in which the name of "junior college" was used.

Harper innovated methods between twelfth grade and the university. He suggested strong high schools and academies to be permitted to extend their programs into the thirteenth and fourteeneth grades, thus producing six year high schools. He also proposed weak four year colleges to drop the junior and senior years from their curriculum and concentrate upon doing better work with freshman and sophomores. He estimated, at the turn of the century, there were in America not less than 200 small colleges in which the change from a four year program to a two year program would prove beneficial.

While many of the small colleges mentioned by Harper were deeply offended by his proposals and few showed any real willingness to follow his advice, a few of them demonstrated the wisdom of his reasoning. A group of three Baptist colleges in Texas actually reduced their programs to two years in 1897. Fourteen or fifteen years later a movement in this direction began in Missouri. The development of junior college, which Walter Eells has called the "decapitation" method, has been extremely small.

Harper was one of the first American educators to argue in favor of the junior college as an educational unit. He summarized most of his ideas in his decennial presidential report in 1902. They included the following: (1) the end of the sophomore year as a convenient point for many students to terminate their college careers; (2) some students who do not wish to undertake four years of collegiate instruction may be willing to attempt two year programs; (3) as larger numbers of students can be persuaded to take two more years of schooling after high school, the standards of the professional schools,

such as for medicine and law, may be raised by requiring longer professional study before admission; (4) if high schools and academies add the junior college unit and if some colleges reduce their programs from four years to two, greater economy in the financing of higher education will result; and (5) with opportunities for education beyond the twelfth grade students may continue to live at home until full maturity has been reached.

These are some of the arguments which Harper advanced and they constitute the chief reasons which have compelled communities to found junior colleges since that day. Only his third argument no longer is valid. The professional schools have raised their admission requirements, in many cases, to four years of college and the bachelor's degree. We must remember, however, in Harper's day many professional schools admitted students directly from the high school and academies. Harper, because he was one of the first who used the term "junior college" and because of his immediate and widespread influence upon the reform of collegiate education in the United States, has often been called "the father of the junior college."

Junior College Movement

The junior college movement, product of nearly half a century of discussion, became active only about 1900. Two early two year institutions: Decatur Baptist College in Texas, which opened a two year program under denomination control in 1897 and Joliet Junior College in Illinois, which organized under public control in 1902, often are designated as the first junior colleges remaining in continuous existence.

Founded in 1803 as Bradford Academy and coeducational until

1863, this institution, like many others of its time, supplied higher education to women students late in the nineteenth century by adding the thirteenth and fourteenth grades. It must be remembered that most colleges were established only for men students at that time.

Twice within a decade two presidential bodies pointed to the potential place of the junior college in American Higher Education. In late 1947 the Commission on Higher Education appointed by President Truman, after estimating that at least 49 percent of the population had the mental ability to complete fourteen years of schooling stated:

> "As one means of achieving the expansion of educational opportunity and the diversification of educational offerings it considers necessary, the number of community colleges should be increased and their activities be multiplied."[1]

Less than ten years later the Committee on Education Beyond the High School, appointed by President Eisenhower, said in its Second Report to the President:

> "The expansion of the two-year college has been one of the most notable developments in post-high school education in twentieth-century America."[2]

Such statements were not rare. Many other agencies and commissions during the past decades referred to the junior college as an important contributor to diversity in American higher education and

---

[1]Higher Education for American Democracy: A Report of the President's Commission on Higher Education. (New York: Harper and Brothers, 1948), Vol. 1, p. 67.

[2]The President's Committee on Education Beyond the HIgh School, Second Report to the President, (U. S. Government Printing Office), 1957.

have recommended that additional junior colleges be established.

Although the idea of "complete university" did not meet with general acclaim, the plan of offering lower division work either in private institutions or in local public school systems began to be implemented on a limited scale around the turn of the century. The consistent growth of the institution can be observed by examining The 1959 Junior College Directory.[3] A look at the data for three arbitrary years will show the change in numbers of colleges, by type of control and enrollments. In 1921-22 there were 207 junior colleges. Although only a third were tax supported, this group accounted for more than one-half of the total enrollment of more than sixteen thousand students. By 1938-39 the number of junior colleges had increased to 575. By then there were 258 public and 317 private institutions, although more than 71 percent of the students enrolled were in the public colleges. In 1957-58 the total number of institutions had increased to 667 of which 391, or 58.6 percent, were public and 276 were private. Almost 90 percent of the total enrollment was in the public institutions in 1957-58.[4]

The relative importance of the two year colleges is reflected in their share of the total enrollment in all higher institutions in the United States. For all higher institutions;

---

[3]Edmund J. Gleaser, Jr. Analysis of Junior College Growth, Junior College Directory, American Association of Junior Colleges, Washington, D. C., 1959, pp. 41-52.

[4]Enrollment data in the Directory are cumulative for the year and thus include any student served by any junior college for the year reported; they do not reflect the enrollment situation as of a given date.

public and private, the two year colleges accounted for 12 percent of the total enrollment of degree credit students in the fall semester 1958 and for 24 percent of the degree credit students who were enrolled in college for the first time. In terms of enrollments in public higher institutions only, the two year colleges enrolled 17 percent of the total college enrollment and 31 percent of students enrolled for the first time. The U. S. Office of Education, the original source of these data, defined degree credit students as those whose program consists wholly or principally of work which is creditable toward a bachelor's or higher degree. It is evident that many students in junior colleges not working toward a baccalaureate degree would not have been included in the enrollment figure reported. The proportion of students enrolled in public two year colleges was particularly high in California, Colorado, Illinois, Michigan, Mississippi, Oklahoma, and Texas.[5]

Many forms of the junior college have developed, private and public. Though the private two year colleges have, in recent years, declined in relative numerical importance and in the proportion of students enrolled in them, they constitute an important segment of post-high school education both in terms of students enrolled and in their freedom to offer special services and programs. At present they vary greatly. Some have general programs, others specialized ones. Some are primarily residential, others mostly accommodate local students.

---

[5]United States Office of Education. Opening Fall Enrollments in Higher Education, Part A-Summary, Washington, D. C., 1968.

With the American concept that public education is a function of the state, it is not surprising that public two year colleges have developed in different ways and in different degrees in various states. The principal types that have developed are: (1) the locally controlled and supported junior or community college with or without state aid; (2) the junior college or technical institute fully controlled and supported by the state; and (3) the two year extension center of a four year college or university.

In some respects the declared purposes of public two year institutions are even more diverse than their organizational patterns. The majority of them claim to be comprehensive junior colleges. They stress lower division work for students who expect to transfer to higher institutions and in addition offer programs for those who do not plan to transfer. Most of them also stress their role in adult education, in special services, in guidance, in remedial work for students entering with educational deficiencies, and in general education. This type of service earned many junior colleges the designation "community colleges". In fact, within the past decade this name has come to describe a college which in addition to offering conventional courses leading to a baccalaureate degree, also plays a major role in the educational, cultural, and civic activities in the community. The term connotes a close interrelationship of the college and the life of the community. The college looks to the community for suggestions in program planning and the community looks to the college for many different services to many different people.

The development of the two year college, particularly the local junior colleges, has been accompanied by numerous problems.

In many states post-high school programs were started as operations without benefit of definite enabling legislation. Such legislation came slowly, often in the face of opposition on the grounds that junior colleges would compete with existing four year colleges and thus necessitating unwarranted additional taxes. Even after enabling legislation was passed, in many states the full or the greater part of the financial burden for junior colleges was for years borne by the local community. During this time the state often gave substantially more aid to the local community to support elementary and high schools than to support the junior college. At the same time, the state supported the public four year colleges and universities, thus making the junior college the only segment of public education for which it assumed limited financial responsibility. In many states there was no plan for giving over-all leadership to the junior college and few statewide plans to integrate it with other segments of post-high school education. Interest, in general, was limited except in the communities which operated junior colleges.

But despite its slow developing history, there were indications of an increasing acceptance of the two year college idea. The growth in the number of such institutions including legislative action in several states providing for increased state aid to junior colleges and the tendency for many state and national bodies to recommend the establishment of junior colleges indicate the American people regard these institutions as a practical means of decentralizing higher education.

The two year college is the result of the social and economic

forces which created it and shaped its character. Without doubt one of the forces is the growing belief that educational opportunities beyond the high school must be equalized. Any society which puts a premium on higher education for all who can profit from it and which recognizes the college as an aid in developing talent of many kinds and degrees must make sure that economic and social barriers do not result in the development of an educational elite. In recent years the number of scholarship and loan programs for the lowering of economic barriers has increased. But even the availability of financial aid does not eliminate all economic differences among students. Low cost education which provides the opportunity for the student to live at home and often continue in part-time employment in the community may be a greater inducement to many students than a scholarship or a long-term loan.

There are also academic and social barriers to a post-high school education. Some high school graduates are not eligible to enter certain four year colleges or pursue certain academic programs, yet they too have talents worthy of development. In the long run their desire to participate in a post-high school program will probably mean that pressures will be exerted upon society to make it possible for them to do so. Besides, there are young people from lower social groups who, though they may be able and also may be eligible for financial aid, would be reluctant to move into a conventional four year college situation. Yet, they may be inclined to enter a local two year college with many of their social peers. For all such reasons the two year college has been regarded as an agency which provides opportunity and motivation for many students to begin some post-high school experience that would otherwise have been unobtainable.

Two additional factors have a bearing on the extent to which the junior college equalizes educational opportunity. One factor is the deep and inherent American desire to move from one social class to another. The attempt at social advancement often is made by engaging in the same activities as those of a higher class, including college attendance. The presence of a local public college, which charges minimum or no tuition, affords the means by which many in a lower socio-economic class may attend college and thus increase their chance of moving upward on the social scale. Havinghurst and Neugarten characterized certain types of higher institutions in terms of the social class from which students are usually drawn. Among the types described was "opportunity college" which the authors linked with the junior college. Of this college the authors wrote:

> "Opportunity college . . . is always characterized by low cost, easy admission standards, and a predominance of students from working-class families . . . Opportunity college is primarily a place for youth who desire social mobility more by learning middle-class vocational skills than by learning middle-class social skills."[6]

The other factor is the faith which the American people have come to place in higher education. The percentage of people enrolling in American colleges and universities to total college age population rose from 3 percent in 1900 to 32 percent in 1955. The greater the extent people present the opportunity for themselves or their children to attend college, the greater is the demand for institutions most likely

---

[6]Robert H. Havinghurst and Bernice L. Neugarten. Society and Education. (Allyn and Bacon, Inc., Englewood Cliffs, New Jersey, 1957), p. 255.

to make college a reality.[7]

During the half century of increased interest in full-time college attendance, adults also became increasingly interested in improving themselves through enrollment in part-time educational programs. Many agencies provided organized opportunities for adults to return to school part-time, and no one agency had a monopoly on this service. The experience has been, however, that a junior college in a community frequently becomes a popular medium for adult education. Enrollment of special adult students in junior colleges in the nation increased from approximately 21,000 in 1926 to more than 400,000 in 1957. Although it is unlikely that many junior colleges were originally established as adult services, the idea of having a local college providing adult programs had doubtlessly been the factor in its establishment and general popularity.

Another force affecting the importance of the junior college is the ever increasing social and technological developments and their by-products. These have helped to make the public aware that the more complex the society, the greater the need for education. At the same time the task of transmitting the cultural heritage becomes heavier and the reponsibility for improving it grows greater. Besides, occupational patterns change as a result of technological developments. These changes have included an increase in the number of jobs involving new combinations of applied science, engineering, or business coupled with broad social and aesthetic understandings. In many instances technological changes have decreased the number of jobs tended to

---

[7]Ibid., p. 257.

postpone the normal age at which young people enter the labor market. They have contributed to the need for a new type of collegiate institution to prepare men and women for an increasingly complex occupational structure in an increasingly complex society.

The pronouncements made by many nationwide agencies and state study groups concerning the need for additional junior colleges have in part been based on the expected large number of students who will demand college opportunities. However, some agencies recommending the junior college have pointed out that it has merits other than becoming a mere center for the accommodation of additional students. "Community colleges", said the Board of Regents of the State of New York, "have a meaning and a competence in their own right."[8]

The public junior college in particular has made democratization of higher education possible by various means. In most states, it has kept its tuition rates low and in some states no tuition is charged. The establishment of an increasing number of junior colleges has brought them close to the homes of many potential students, thus again reducing the total cost of attendance. An earlier study by Koos, of almost 12,000 high school graduates of sixty-one high schools situated in twelve states of the Midwest, South, and Far West, showed that in school systems with junior colleges the

---

[8] Statement and Recommendation of the Board of Regents for Meeting the Needs in Higher Education in New York State (New York State Department of Education, Albany, New York), December 21, 1956, p. 113.

median percentage of graduates entering college was almost two and a half times larger than that for systems without junior colleges. For the higher socio-economic groups it was about one and a half times larger. For the lower socio-economic groups more high school graduates entered junior colleges where no tuition was charged than where tuition was charged.[9]

In another study, Koos showed that the proximity of a junior college to the community increases college attendance. He found approximately 44 percent of the high school graduates entered a local public or a state junior college in the home community but the percentage of graduates entering fell sharply with increasing distance of high schools from the location of the college.[10] A study made in Chicago showed, even in a city with good public transportation facilities, the proportion of high school graduates entering the branches of the city college from high schools in close proximity to the junior college branches ran as high as 50 percent. Whereas the proportion of graduates entering the college from high schools geographically far removed from the branches was as low as 6 percent.[11]

We have seen that the junior college movement can be traced

---

[9]Leonard V. Koos. "How to Democratize the Junior College", School Review, May, 1944, pp. 271-284.

[10]Leonard V. Koos. "Local Versus Regional Junior Colleges", School Review, November, 1944, pp. 525-531.

[11]Benjamin C. Willis. Report on the Chicago City Junior College to the Chicago Board of Education. Chicago Board of Education, May, 1956, p. 26.

directly to firm roots in the American tradition: our basic belief in the intrinsic value of education; our increasing concern for the equalization of educational opportunity; and our constant efforts to extend our public school system. These factors all help to account for the amazing growth of the American junior college movement in the twentieth century.

An educational movement as widespread and fast growing as the junior college and the community colleges, must be founded upon clear ideas as to its aims which fit the pattern of modern American life.

Historical Development of Atlanta Junior College

The development of new community junior colleges in Georgia begins with the Board of Regents and local communities.

Under this arrangement the local communities: (1) acquire and deed to the Board of Regents a site for the college of not less than one-hundred acres which has to be selected and approved by the Board of Regents; (2) develop the site which includes necessary grading and filling, developing walks, drives, parking areas, roads, curbs, all utilities and other needed developments in accordance with the site developmental plans; (3) provide funds for constructing and equipping buildings. The Board of Regents is responsible for: (1) selecting and approving a site for the college; (2) providing site development plans; (3) providing for the construction of the initial facilities; and (4) providing funds for the continuous operation and expansion of the college as a unit of the University System of Georgia.[12]

To accomplish the development of new community junior colleges,

---

[12]Code of Georgia, Title 32. Chapter 32.-156, 157 and 158. 1972.

the Board of Regents enters into a contract with the legal authorities of local communities. The contract states the terms and conditions which must be agreed upon by the Board of Regents and the community.

Local communities desiring to develop community junior colleges with the Board of Regents must determine the legal representatives that are to be contracted with the Board of Regents and to provide funds for the development of the college. In the past the Board of Regents contracted either with local boards of education, commissioners of roads and revenues or jointly with local boards of education and municipalities.

In June of 1965, the Atlanta Board of Education developed a proposal in conjunction with the Board of Regents to build a new junior college. The proposal was authorized by the Atlanta Board of Education, with Dr. John Letson Superintendent of the Atlanta Public Schools at the time.

In July of 1965, the State Board of Regents conducted a study of junior colleges in Georgia. This study contained a recommendation that two junior colleges be established in Atlanta, Georgia. One junior college would be located in south Atlanta and the other in west Atlanta.

The community college recommended for the south metropolitan Atlanta area was expected to serve the citizens in south Fulton County, south Dekalb County, Clayton County and portions of Fayette and Henry Counties. Preliminary studies indicated a suitable site for this institution was in south Fulton County or north Clayton County.

The community college recommended for west metropolitan Atlanta was expected to serve the citizens of west Fulton County, south Cobb County and portion of Douglass County. Preliminary studies indicated a suitable site for this institution was in west Fulton County.

Later in 1965, the Board of Regents approved the location of the junior college recommended for the south metropolitan Atlanta area and decided not to build a second junior college in west Atlanta. The Board of Regents later felt the junior college located in the southern section of Atlanta would meet the growing demands for higher education for the entire area.

In February of 1971 the Atlanta Board of Education authorized the Superintendent to develop a financial plan to build the new college.

On December 13, 1971, Dr. John Letson recommended that the Board of Education take the first step toward the establishment of a junior college in Atlanta. The junior college was to be located adjacent to Atlanta Area Technical School.

Dr. Letson was authorized to send a letter to Chancellor George L. Simpson proposing to the Board of Regents that the Board of Education assume responsibility for a minimum of $500,000 for four years towards the establishment of a junior college in Atlanta and that it be located adjacent to Atlanta Area Technical School.

In October of 1972, the Board of Regents confirmed its previous commitment with the Atlanta Board of Education to build a new junior college. The Board of Education agreed to furnish $2,000,000 to cover the design, construction and equipping of the academic

building, and provided a basic preliminary campus of approximately forty-nine acres. The Board of Education agreed to ultimately provide an additional 34.5 acres as funds became available for this purpose. The contract is located in the appendix.

In April of 1973, the Committee on Building and Grounds, headed by James G. Swift and Associates, restated that the Board of Regents authorize the establishment of a junior college for the Atlanta area on property furnished by the Atlanta Board of Education adjacent to Atlanta Area Technical School. The committee also mentioned that the Atlanta Board of Education would provide $2,000,000 for the construction of the initial building, forty-nine acres of land at a cost of $1,320,000 and an additional 34.5 acres at a cost of $3,119,000.

The Board of Education appointed the firm of Finch, Alexander, Barnes, Rothschild and Paschal which had been recommended by the Board of Regents. This firm was selected because of the outstanding design and supervision provided in the construction of Dykes High School, Walter White, and Grove Park Elementary Schools. The firm was authorized to proceed with plans for building the new college.

In March of 1974, Chancellor George L. Simpson, Jr., recommended the appointment of Dr. Edwin A. Thompson as the first President of Atlanta Junior College.

In April of 1974, Dr. Dougald McDougald Monore, Jr., was appointed Academic Dean and Professor of English and Mr. Reginald New was appointed Comptroller.

In July of 1974, Mr. Rollan Henry, Jr., was appointed Registar and Director of Admissions.

Naming of the College

In April of 1974, President Thompson submitted the name "Atlanta Junior College" for approval. The Chancellor and the Committee on Education approved.

May of 1974, President Thompson reported to the Board of Regents that Atlanta Junior College was occupying temporary offices in Atlanta Area Technical School. Atlanta Area Technical School and Atlanta Junior College shared the library, food service, and bookstore. He also reported Division Chairmen would be appointed by July 1, 1974 and instructors would be appointed by September 1, 1974.

After interviewing key personnel and viewing the minutes from meetings of the Atlanta Board of Education and Board of Regents of the University System of Georgia, there was no evidence of conflict between the two organizations. Apparently consensus was reached through informal channels.

CHAPTER II

Faculty Qualifications

CHAPTER TWO

Faculty Qualifications

The junior college has long prided itself on good student-faculty-administrative relationships, concern for the individual student, close articulation with secondary schools, and excellent teaching.

Staffing the burgeoning junior colleges has become big business. Of the total gross staff of approximately 90,000 for both private and public junior colleges, as reported by Beazley for the academic year 1967-68, more than 84,000 were faculty and more than 11,000 were administrators. The total faculty for that year represented more than a 37.5 percent increase over what it was in 1957-58. Obviously, the growth has only begun and the crucial problems now contains the recruitment, preparation, and appropriate utilization of staff in this decade. Who are the junior college teachers, and what are their backgrounds? Some of the answers to the question come from a study of a sampling of 57 community colleges throughout the country. This study was conducted by the Center for the Study of Higher Education. In one phase of the study, information was collected on more than 4,000 staff members. The master's degree is the highest one held by most members of the staff. Of those in the national sample, 77.7 percent held

a Master of Arts or Master of Science degree. Only 8.6 percent held a doctorate. Slightly more than 10 percent earned a bachelor's degree and only 3.5 percent were working on less than a bachelor's. This data corresponds closely with Beazley's report on the highest degree held by the 1966 estimated full-time teaching and research staff in the public two year colleges in the United States: doctor's, 5.9 percent; master's, 74.9 percent; bachelor's or lower, 18.4 percent, (Beazley, 1966).[1]

Data reported on Table 1 for the state of Illinois differentiates between the degree of faculty in baccalaureate-oriented, occupational, and adult education curriculum.[2]

TABLE 1
FACULTY
Distribution of Faculty Degrees Held in Junior Colleges

	Less than Bachelor's	Bachelor's	Master's	Master's Plus 30	Doctorate
In baccalaureate programs	1	4	63	26	6
In occupational and adult education curriculum	14	26	45	13	2
All teaching staff	6	13	56	21	4

Source: Board for Higher Education, State of Illinois, 1969.

[1]R. Beazley. Numbers and Characteristics of Employees in Institutions of Higher Education, Fall 1966. Digest of Educational Statistics, U. S. Office of Education, 1969.

[2]E. Anderson and C. E. Thornbold. Report of Selected Data and Characteristics. Illinois Public Junior Colleges, 1968-69 Illinois Report No. 19 Illinois Junior Colleges, Springfield, 1969.

The information about Illinois faculty members is helpful. The relatively large number of faculty recruited to teach in the vocational-technical field, who possess only a bachelor's degree or less, is somewhat understandable in view of the emphasis in such fields on work experience (in comparison with academic preparation). But even when the distinction is made, the high proportion of faculty members holding a Master of Arts degree characterizes the educational attainment of the group. The other significant feature of the Illinois data is the separate "Master's Plus 30" category, which characterizes community college faculty who have pursued graduate work beyond the Master of Arts but have not yet earned a doctorate. It has been estimated as much as one-fourth of all faculty in public two year colleges are in this category.

Community college faculty are recruited from a wide variety of sources. In the study of the 57 institutions, staff members were asked to indicate their principal occupation immediately before their current college position. By far the largest number of faculty came from the public school system, or administrators from high schools. The next largest group, approximately 22 percent, were directly from graduate school. Next was the group, comprising 11 percent of the total, who were recruited from four year institutions. Approximately 10 percent came from business or industry and the remainder from a variety of other sources. In a study of the backgrounds of over 1,300 new full-time faculty members employed in the California community colleges in September 1967, Phair found 36 percent were experienced secondary school teachers. The next largest group, accounting for 19 percent of the total, were composed of individuals who trans-

ferred from one junior college to another. Fifteen percent came directly from teaching positions in four year colleges and universities. The remaining faculty were recruited from industry and graduate schools.

A high proportion of community faculty members are new to their institutions. In the study conducted by the Education Research Information Clearinghouse, over 46 percent of the staff members of the 57 established institutions had been employed by their college for a period ranging between four to six years.

A general impression exists that relatively few junior college faculty members are from ethnic groups and the social class background of many white staff members makes it difficult for them to relate to students from various ethnic groups such as: blacks and chicanos. This situation is also found in most other schools and colleges, where so many minority students enroll. Naturally, the problem has many implications for the recruiting and training of faculty members and administrators from white or other middle-class backgrounds.

Atlanta Junior College

At Atlanta Junior College, the faculty is made up somewhat equally of blacks and whites and somewhat equally between men and women.

---

[3]S. Phair. "California College Look at Their New Faculty", Junior College Journal, Vol. 39, No. 4, pp. 48-50, 1968-69.

The highest degrees earned by the twenty-three full-time faculty members are: the doctorate for five, the master's for fifteen, and the bachelor's for three.

The staff is comparatively young, yet experienced. Twelve of the twenty-three full-time faculty members are under thirty years old. Seventeen taught previously in college and six of the twenty-three taught previously in high school.

Faculty members who would be interested in and sympathetic to students with special needs were chosen. Atlanta Junior College wanted people who: were sensitive to the needs of the students; people who had the experience, the skills, and the patience required to work with all students; to smooth the rough edges and to fill the gaps. In selecting a faculty, the college was looking for people who were flexible and who wanted to teach. The college hired the person who was student-oriented rather than research-oriented. After reviewing the background literature, the writer interviewed eight people to find out the following: position held; highest degree earned; previous position before coming to Atlanta Junior College; and the criteria they used for hiring their staff. It must be noted that three of the eight interviewed did not hire their staff based on the fact they (administrators) were hired just before the semester began. Table 2 has the summary of the interviews held.

TABLE 2
INTERVIEWS

Position at Atlanta Junior College	Highest Degree Earned	Previous Position Held
President	Doctor of Philosophy	Assistant Superintendent in charge of Personnel-Atlanta Public School System, Atlanta, Georgia
Academic Dean	Doctor of Philosophy	Academic Dean at Southeastern Community College in Whiteville, North Carolina
Dean of Students	Master of Arts-Doctor of Philosophy Candidate	Director of Institutional Research, Morris Brown College, Atlanta, Georgia
Chairman-Social Studies	Master of Arts-Doctor of Philosophy Candidate	Full-time Instructor at Hunter's College, New York, part-time Instructor at New York University, New York
Chairman-Humanities	Master of Arts-Doctor of Philosophy Candidate	English Instructor in the "Higher Education Program" at Kennesaw Junior College, Atlanta, Georgia
Chairman-Mathematics	Doctor of Philosophy	Coordinator of Title III, "Higher Education Achievement Program" at Kennesaw Junior College, Atlanta, Georgia
Chairman-Special Studies	Doctor of Philosophy	Director and Instructor for Parents of Exceptional Children, DuPage College, Glen Ellen, Illinois
Comptroller	Bachelor of Arts	Chief Internal Auditor for the University System of Georgia

Criteria Used for Hiring

Writer: "What criteria did you use to hire your staff?"

President: "Well, of course you have certain basic criteria that's prescribed by the Regents Office. You have to, of course, keep in mind at all times that we are an equal opportunity employer. The major criteria I have in trying to select a person, in my opinion, is one who can best work with the students we serve. I had the responsibility of trying to get to know as much as possible about the community I was going to serve; and fortunately, I had worked in this general area for quite some time. In looking for an Academic Dean, I wanted a person that was curriculum oriented and had some experience to complement my lack of experience at this level. Fortunately, I was able to find such a person, with similar ideas about the junior college I have. I was interested in a person that was concerned in making the junior college a true community school. The most important, was to find: people willing and interested in working with freshmen and sophomore level students; people who would have no hesitation about working with students who lack some basic skills. So I guess the major criteria would be getting people who are humane, sincere about the business of teaching students and have a real interest for progress as far as the students are concerned."

Academic Dean: "Well, academic background was the first and experience second. I was also looking for people who were sincere and dedicated to education. I was also concerned about their ability and philosophy on teaching slow-learners. We knew that some students would need special help and we were looking for people who were concerned about students and their success."

Dean of Students: Did not hire his own staff.

Chairman of Social Studies: Did not hire her own staff.

Chairman of Humanities: "There were a number of things. First of all, we looked for academic background. That's fairly basic! We looked to see what areas of emphasis they had. Was their masters in the area they should be teaching?

We will also have the developmental student; the kind that needs the constant reinforcement; the constant personal development; methods of learning to ask questions; methods of attacking tests; methods of self-direction; and learning to control and direct their own activities. Those are the types of things I am talking about. And it takes a person who is extremely dedicated to education and the student. A very 'student centered' sort of philosophy to deal with these students because they really need a special kind of teacher. That was the over-ridding consideration. Then, I would also have to consider beyond HEW's regulations and the racial balance of the faculty. I think it was important to us because we hope to have achieved some type of balance in the school. I think that it would be doing the black students a dis-service by having all white professors. I think we needed a role identification model, especially in this nucleus. So another criteria I used was the race and sex of the person. This was not "the" criteria. First, I narrowed it down in the academic area, then I looked for people in the academic areas who had the concern. I also gave consideration of achieving some kind of balance within the faculty; not only male and female but also black and white. I did not, in any case, and I've got to emphasize that, I did not in any case give precedence to race or sex."

Chairman of Mathematics: "The first big criteria and probably the most important criteria was their commitment to the Special Studies idea. Out of the five teaching faculty members, four are teaching developmental mathematics. It is obvious that they needed to have some sympathy, understanding, and desire to teach in, developmental mathematics. Also, I think beyond actually teaching 097 level courses, I was very concerned that all of the faculty in the institution to be: committed to the idea of starting with the student where he or she is and working with that student; and getting the student to where he or she needs to be. I don't think that's limited to just 097 courses. Rather than having the institution as a place where you screen out people, what you want to do is give every individual the opportunity to succeed. That means you've got to start where they are. I think that makes it different from a lot of other teaching situations. We tried to get the perspectives of the faculty members feelings about that sort of teaching situation and also some sense of feeling about their ability to accept it. I was also interested in their

flexibility and their desire to try innovative teaching methods and so forth."

Chairman of Special Studies: "Well, I developed a job description, since there was not one for the Special Studies Assistant. This was a position that was created upon my recommendation. We were looking for someone who had a background in Psychology and Guidance and Counseling as well as some experience in the area of Utilization of Media. We used these two main areas as a criteria for hiring. We also wanted the person to be able to work well with others. We also checked with previous employers for recommendations concerning his personality and his ability to communicate and work with others.

With the reading teachers the criteria we used was: (1) they must have a master's degree in reading; (2) someone with college or high school experience. We were also looking for persons who came highly recommended from their previous employers. We really wanted someone who had prior experience in this area. We also looked at their philosophy as far as reading is concerned to see how their philosophy equated with our philosophy here at the junior college. So all in all this was just some of the criteria along with recommendations and the interviews."

Comptroller: "The criteria for hiring my staff was based solely on experience. I knew the background of my staff, and I needed someone like Ms. Russel to do the payroll, Sue Simmons also knew her work well and was qualified to handle the various machines we have here. The young man I hired is Bob Cook. Mr. Cook is attending Georgia State, majoring in Economics and anticipating on finishing August of 1975. He also has experience."

Conclusion

While opposing conceptions concerning the control of institutions of higher education have remained largely unresolved, important changes have been made in American life from which new questions regarding the faculty member's role in his institution have arisen. During this century institutions of higher education have multiplied in number, and many of them have grown to a size and complexity seldom imagined in earlier days. The practical utility of the scholar's abilities in everyday affairs has received increasing recognition, especially in technological fields. The need for men of learning to share the full of life of their times, despite the uniqueness of their role in that life, is being expressed in a variety of ways. Emerson urged teachers a hundred years ago to participate more actively in the affairs of their communities.

Newer interpretations of the mission of higher education emphasize its responsibility for relating the activities of the college and university to the needs of society. Obvious implementations of this concept include adult education programs and participation of academic people in cooperative community efforts and activities.

After reviewing the interviews held, the writer concluded the following:

1. Basically all of the people interviewed held the student as the most important part of the college.

2. In hiring, the administrators felt they needed teachers that were sincere and willing to "give" of themselves to students in need.

3. The administrators were aware of the Affirmative Action Program.

4. The administrators knew what types of students Atlanta Junior College would be receiving.

5. The administrators were pleased with the progress Atlanta Junior College was making.

6. The administrators of two divisions did not hire their own faculty.

CHAPTER III

Orientation

Faculty orientation programs can be meaningful, vital seminars or unintentional farces. The variety is endless. However, the orientation program, whatever its form or meaning, has long been considered an important, or perhaps the only, in-service experience for faculty at many colleges.

No one knows the precise number of orientation programs which are offered by American community junior colleges. Probably the percentage of programs exceeds the 37 percent discovered in Michigan Community Junior colleges in an early study.[1] Almost every college has some sort of gathering of new and old faculty, perhaps even a "routine one-day introduction of new teachers to the administrative rhetoric and clerical confusions of a particular institution."[2]

This gathering or one-day program is not really an effective orienter or new faculty. In fact, it may actually be a dis-orienter of faculty to institutions.[3] In such cases, a new faculty member

---

[1]John M. Eaton. A Study of Orientation of New Faculty Members in Michigan Community Colleges. Unpublished Doctoral Dissertation. East Lansing, Michigan; Michigan State University, 1964.

[2]M. Frances Kelly and John J. Connely. Orientation for Faculty in Junior Colleges. Monograph No. 10, Washington, D. C.: American Association of Junior Colleges, 1970.

[3]Jerrel T. Richards. Critical Incidents in the Orientation of Newly Appointed Junior College Instructors. 4th edition Doctoral Dissertation-Unpublished, Los Angeles: University of California, 1964.

turns to more experienced faculty for help. As a result, experienced faculty are often listed as the most important factors in the orientation of new faculty to the community junior college.[4]

To be a truly effective in-service experience, orientation programs should be longer.[5] They should also go "beyond the trees" of local institutions to the broader forests of community junior college issues.[6]

Kelly and Connely have created a long-range, model, faculty orientation program. The model has the following characteristics:

(1) Planning utilizes a comprehensive team of people who have a direct influence and day-to-day impact on the functioning of the new faculty member.

(2) The orientation program is viewed in the perspective of an overall professional development plan. It is spaced over the initial time period most critical to the new faculty member's career transition, the first year.

(3) Four basic goals are offered as worthy of imaginative and focused effort by the planning team and the program leadership:

a. To develop a new faculty member with knowledge and appreciation of the history, philosophy, and goals of community colleges in general and his institution in particular.

---

[4]Ibid., p. 37.

[5]Hugo E. Siehr. Problems of New Faculty Members in Community Colleges. (East Lansing, Michigan: Michigan State University), 1963. p. 23.

[6]Ibid. p. 32.

b. To enable the new faculty member to be a growing professional teacher and to comprehend the variability of student's intellectual characteristics, background, and certain non-intellectual factors that, as research on junior college students indicates, can either enhance or negate their performance.

c. To describe and demonstrate to the new faculty member the full range of his role responsibilities both in and outside the classroom.

d. To make the new faculty member and his family as comfortable as possible in their new environment.

(4) The program leadership is non-hierarchial.

(5) Evaluation is perceived as part of a process of further planning and improvement.

(6) Orientation is viewed as a process balanced between the need for local indoctrination and a socialization to the environment of the junior college.[7]

Kelly and Connely's model incorporates many of the characteristics which Pettibone considers essential. Pettibone argued strongly for a long-range orientation concept. He considers the in-service dimension of the induction process to be crucial. He recommended: in-service programs be planned by a committee of faculty, administrators, and students; major responsibility for orientation be given to the committee rather than the dean; orientation be viewed in relation to both short-term and long-term goals; short group meetings be balanced by a variety of events; new faculty be surveyed before the in-service so the programs will reflect their backgrounds; and the family and social community aspects of new job transition be made

---

[7]Ibid., p. 41

CHAPTER III

Orientation

more visible in in-service programs.[8]

Tracy surveyed the type of information desired by new faculty as part of their in-service programs. He discovered large groups wanted such basic data as: the objective of their department; the objectives and content of the courses they were going to teach; the goals of the college and problems in meeting them; and the types of students enrolled in the college.[9]

Ten years later, Tracy's study fits in well with the emphasis of the community junior college and the delineation of instructional, curriculum and individual objectives. In recent years, evaluation through objective approaches and audio-tutorial devices has come to the fore front as a means for faculty improvement and in-service development.

Schafer advanced the Planned Faculty Professionalization Technique (PFPT) as a technique to facilitate instructional improvement in junior college systems. In the PFPT, careful development of institutional objectives in faculty development must be achieved. System wide planning should include a careful assessment of the physical and human facilities. Next, planning must be carefully done so that the balance of the system will not be thrown toward turmoil by involvement of system components in this technique. Then, assessment

---

[8]John F. Pettibone. Orientation Programs for Orientation Leadership in the Public Two-Year Institutions of New York State. Columbus, Ohio: Ohio State University, 1969.

[9]Norbet Tracy. "Orientation of New Faculty Members in Colleges and Universities." North Central Association Quarterly, Fall 1961, pp. 214-221.

of individual growth objectives on the part of each faculty member is essential to the functioning of PFPT.[10]

Cosand believes by 1980 community junior colleges "will employ only those who believe in the philosophy of the community college."[11] Indeed, this belief may help the faculty member become a better teacher. Cohen cites a study of faculty acceptance of the college concept and concludes the greater the faculty member's belief in the role of the college, the greater his concern for his students.[12]

The attitudes of many faculty members indicate they do not believe in the philosophy of the community junior college. Kelly and Connely suggested this apparent disbelief is due to the absence of a lucid projection of the institution's role and the faculty member's role in the institution in most pre-service programs. Thus, faculty are often left to define these roles through "on the job" actions and relationships with other faculty who may be just as knowledgeable of the institution's role and their role in the institution. The four year college orientation of many faculty may be explained and enhanced by the lack of pre-service and in-service orientation of faculty to the community junior college's role and expectations

---

[10]Michael I. Schafer. The Student Role of Teacher: Faculty Development in the Community College. Gainesville, Florida: University of Florida, 1970.

[11]J. Cosand. The Community College in 1980, In Campus 1980. New York: Dell Publishing Company, 1968, pp. 134-139.

[12]M. Cohen. The Dynamic Interaction of Student and Teacher. ERIC Clearinghouse for Junior Colleges, Topical Paper No. 17. Los Angeles: University of California, 1971.

of faculty.[13]

As early as 1949, the American Council on Education suggested the first preparational need of community junior college faculty was a clear conception of the philosophy and background of the institution and their relationship to the whole educational structure and especially their place in the community. Twenty years later, the American Association of Junior Colleges stated: "the first pre-service training need of two year college instructors was to know the historical role of the two year college and its future place in American higher education."[14]

Knowledge of the community junior college may help the professional advancement of faculty. Wattenbarger stated:

> ". . . repeated studies have indicated faculty members who are considered by junior college people to be most successful are those who have had at least one course or some direct experience with a course which deals specifically with the community college as part of the total scheme of higher education."[15]

Along with knowledge of the philosophy, history and goals of the community junior college, the staff also needs an understanding of the nature of the community junior college student. After all, the key to the instructor's success is his ability to build an educational relationship with his students. As Holland says:

---

[13]As reported in The Dynamic Interaction of Student and Teacher by M. Cohen. ERIC Clearinghouse for Junior Colleges, Topical Paper No. 17. Los Angeles: University of California, 1971.

[14]Ibid. p. 16.

[15]J. L. Wattenbarger. Staffing the Community Colleges: Who, Why, and How? Junior College Staffing 1975-80. Illinois: Illinois State University, 1971.

"Our concern should sometimes be less for professional ability than an ability to relate to the student body. Nothing gets through to the student if there is not some kind of relationship established. This is not just sensitivity training, but rather a relationship."[16]

This relationship may be fostered by an increase of teacher contact with the community junior college students and with studies about those students prior to his employment at the two year college. Medsker and Tillery states: "An understanding of how students with varying motivational, interest, and ability patterns learn is essential for the success of the two year college instructor."[17] Soderquise says: "Familiarization with the two year college role is important, but perhaps the most significant problem of teacher preparation is to come up with teaching solutions to meet the needs of a vastly diverse student population and amid the political and social forces that are in our society today."[18]

---

[16] American Association of Junior Colleges. Preparing Two Year College Teachers for the '70's. Washington, D. C., 1969.

[17] L. Medsker and H. Tillery. Breaking the Access Barriers: A Profile of Two-Year Colleges. New York: McGraw-Hill, 1971.

[18] W. E. Soderquist, Assistant to the President, Southwest College. Letter, October 20, 1971.

The greatest lack of understanding, therefore, the greatest need for understanding students, may concern the "low ability" or "marginal-ability" students who often come from "disadvantaged" backgrounds and often enrol in vocational-technical programs. Berg said in 1968:

> "There is a large and increasing volume of information concerned with the characteristics, needs, and problems of disadvantaged students and with methods and techniques which seem to have promise of increasing the achievement of such students. In general, educators demonstrate only a limited familiarity with, and understanding of such information. There appears to be little effort to raise that level of familiarity and understanding. Very few junior colleges have established informal and formal in-service training programs for instructors involved in special programs for disadvantaged students or for the administrators and faculty as a whole."[19]

Greco indicated the vocational instructions in technical colleges need a more thorough understanding and appreciation of technical college students, their characteristics, needs and aspiration. His advice may be equally applicable to the vocational-technical students and instructors in "comprehensive" community junior colleges.[20]

In addition, attempting to inform faculty and other staff about the specific nature of community junior college students, other attempts might be made to inform faculty indirectly about students. Cosand felt 1980's faculty and staff must understand the

---

[19]E. H. Berg and D. Axtell. Programs for Disadvantaged Students in the California Community Colleges. Oakland, California: Peralta Junior College District, 1968.

[20]C. Greco, Planning Officer, State Technical Colleges. Connecticut. Letter, October 28, 1971.

socio-economic backgrounds and pressures which affect two year college students. Thus, an understanding of sociology, especially urban sociology, might help the two year college teacher to be more effective with students.

Although various authors have given input on how orientations should be implemented, the writer must state that there is no set pattern for orientation implementation. However, the guidelines that Kelly and Connely created does give aid to those who have little or no knowledge concerning the objectives of an orientation.

Atlanta Junior College

Atlanta Junior College opened its doors during the fall of 1974 to twenty-three new faculty members in the form of an orientation.

The orientation committee consisted of the following people: The President; the Academic Dean; and the four division Chairmen. It was felt that the above persons should be on the committee because of the future day-to-day contact involved.

The orientation committee held a meeting in September to review the following areas: topics to be discussed; the sequence of introductions; and the objectives of the orientation. Two consultants were requested to attend (Gene Minor and Ronald Lemme) and the division chairmen made plans to have individual division meetings.

On September 9, 1974, the faculty orientation was opened by the President, Dr. Thompson. After the address he introduced his administrative staff, who introduced the four division chairmen and their faculty.

After everyone had been introduced, Dr. Thompson discussed

the brief history, the philosophy and the goals of the new college. He also mentioned almost 80 percent of the students enrolled in the fall quarter were black and that some would be taking Special Studies courses.

Division meetings were held after the general orientation ended. During the division meetings each chairman was responsible for describing to the faculty their responsibilities.

For the duration of the orientation, Mr. Gene Minor and Mr. Ronald Lemme conducted workshops for the new faculty.

Mr. Gene Minor conducted the workshop on Communication and Interpersonal Staff Relationships. The workshop was very informal and faculty participation took the form of (1) different viewpoints; (2) additional information; (3) objectives; (4) and any comments anyone wanted to express.

Mr. Ronald Lemme conducted a workshop on Resource Development and Proposal Writing. His main objectives were to acquaint us with some guidelines on proposal writing, major components of a proposal, and sources of funding.

Another session was held to thank all of the faculty for attending and to reiterate the fact that all of them were there to help the students and work as a team for the success of the college.

After reviewing background literature on orientations and having participated in the orientation held at Atlanta Junior College, the writer used the model created by Kelly and Connley to analyze the orientation at Atlanta Junior College.

The orientation at Atlanta Junior College was planned and implemented under the leadership of administrators. This was done

because they were hired first and thereby had the responsibility of welcoming the new faculty and staff members to the college.

Throughout the orientation, the history, philosophy, characteristics, background of the students, and the goals of the college were given. The chairmen also discussed the role-responsibility of each faculty member both in and outside the classroom.

The orientation had not been planned on a long-range scale. There were no feedback mechanisms built into the planning phase and there were no evaluation processes established for further planning and improvement.

However, it was quite interesting to note that there was some conflict among the faculty. The conflict arose over the topic of "black students." It was obvious to the writer that some white faculty members had never taught black students. It was also interesting to hear that very few white faculty members knew anything about the black culture. Consequently, some instructors had a difficult time in adjusting to teaching black students. Not only were the teaching tasks difficult, some instructors became very arrogant and displayed negative attitudes toward some of the students in their classes.

CHAPTER IV

The Junior College Curriculum

CHAPTER IV

The Junior College Curriculum

There is no common curriculum design which applies to all community junior colleges. Generally speaking, community junior college programs fall into five categories: (1) transfer programs; (2) career programs; (3) general education; (4) remedial development programs; and (5) continuing an adult education.

Transfer Programs

Every community junior college has programs permitting students to transfer to four year colleges and universities. This traditional function was established in community junior colleges by their earliest founders, such as Tappan, Folwell, Harper and Jordan. Not only were transfer programs traditional, they were the first programs established by community junior colleges.

Duplicating transfer or university parallel programs in community junior colleges is easily justified. Four year colleges and universities can well afford relief from the vast numbers of students applying for admission. More important, students with limited financial resources, many of whom plan extended and expensive future graduate programs or professional programs or both, are given the opportunity to complete the first two years of their college program while living more economically at home. Some students are not ready at age eighteen to assert the independence and self direction necessary for their survival at a

distant university. In addition, transfer programs in community junior colleges often present second chances to students with undistinguished high school records.

Approximately one-third of all full-time community junior college students transfer to four year colleges and universities. According to Knoell and Medsker, seventy-five to eighty percent of this number achieve their objective (graduation) within four years after transfer.[1]

The success of transfer programs paradoxically has created one of the major problems confronting community junior colleges. While committed to a comprehensive curriculum to meet the differing needs of its diversified student body, many community junior colleges have found the appeal of transfer programs actually detours many students away from non-transfer programs which are more appropriate to their interests and skills. The recognized status of academic transfer programs seems to influence students, faculty, and administrators. Medsker's findings on the university orientation of many faculty have already been mentioned. Kimball surveyed administrator and faculty attitudes in Michigan Community junior colleges and disclosed that 82 percent of his respondents believed that the college transfer segment of the curriculum was of greater importantce than any other part.[2]

---

[1]Dorothy Knoell and Leland Medsker. From Junior to Senior College: A Study of the Transfer Student. Washington, D. C.: American Council on Education, 1965.

[2]John R. Kimball. Analysis of Institutional Objectives in Michigan's Community Junior Colleges. Lansing, Michigan: Michigan State University, 1960.

Despite extensive efforts in the way of counseling and guidance, many students launch upon a transfer program which leads neither to transfer nor to program related employment. Some critics maintain community junior colleges really act as screening devices for higher educational levels. They permit able students to transfer and purposely "cull out" the rest through a system of structured failure so they will accept lower positions in society.[3] On the other hand, some critics blame community junior colleges for accentuating transfer programs and failing to guide students with a firm hand into those programs commensurate with their abilities.[4] But most agree that the discrepancy between the number of junior college students that aspire to transfer and the number actually transferring stands as a major problem.

Career Programs

Separating community junior college programs into transfer and career can be misleading. Most transfer programs have clear career orientations: business; teaching; engineering, etc. Some community junior college writers try to avoid this categorization altogether. Indeed, it is often difficult for community junior colleges to specify which programs are transferable and which are not, since many four year colleges and universities make their own determination on such matters.

---

[3]Burton R. Clark. The Open Door College. New York: McGraw-Hill Book Company, 1960.

[4]Clyde Blocker, Robert Plummer, and Richard Richardson. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965.

Career programs are receiving increasing emphasis in community junior colleges. Although they must compete with what Blocker, Plummer and Richardson call the "halo effect" of transfer programs, they appear on the way toward achieving a santification of their own. Federal aid has tended to encourage this aspect of community junior college curriculum.[5] Schultz reports the growth of the community junior college occupational programs during recent years has been nothing short of a phenomenon.

Schultz studied twenty institutions, two randomly selected from each of 10 various states, and discovered marked changes over a twelve year period:

TABLE 3

Occupational Programs

Occupational Programs	1958-59	1970-71
Average number of programs offered	9.2	36.4
Least number offered by an institution	2	9
Largest number offered by an institution	23	80

(Schultz, 1971, p. 265)[6]

[5]Marie Martin. "The Federal Government Behind the Open Door." Peabody Journal of Education, XLVIII (July, 1971), pp. 282-285.

[6]Raymond Schultz. "Curriculum Trends and Directions in American Junior Colleges." Peabody Journal of Education, XLVIII (July,1971).

To break the tradition and status granting hold of college transfer programs upon community junior college students, good career programs are necessary. Furthermore, by stressing career entry and not a total life commitment, community junior colleges can avoid the implication of a career-oriented program. According to the Carnegie Commission on Higher Education:

> "Young people should . . . be given more options (a) in lieu of formal college; (b) to defer college attendance; (c) to step out from college to get service and work experience; and (d) to change directions while in college."[7]

If community junior colleges can add alternatives to either transfer or career programs, they will take a major step indeed in breaking the academic barrier in higher education.

General Education

While modern trends in community junior college education have concentrated primarily in the differences among students and focusing upon diversified programs, there remains in community junior colleges a strong program commitment to general education. All college students, regardless of diversity, will be citizens and thus will need understandings of the democratic way of life. All will have to relate with their fellowman as well as confront serious questions concerning their own values. The types of general education goals continue to be valid community junior college aims.

---

[7] Carnegie Commission on Higher Education. Less Time, More Options: Education Beyond the High School. New York: McGraw-Hill, 1971.

In "The Case for the Community College," Collins and Collins underscored the importance of general education in the community junior college:

> "There is an essential difference between the value perception of the comprehensive community college and that of the technical institute. The latter works towards producing an efficient, productive person who will fit neatly into the economy and who will find his satisfaction in the rewards of the economy. The comprehensive public community college makes the assumption that if economic productivity were the only aim, then the stockholders to whom the profit will accure should pay for the training of the worker, just as they pay for the machine which he will operate. Education is an obligation of the total society because it is the total man, not just the economic man, who, one by one, makes up the membership of that society. It is this unequivocal insistence that: no part should dominate the whole; that a man is a man not just a unit of production which lies behind the resistance of many curriculum committees to establish certificate programs in vocational specialty; and which explains the frequent 1:1 ratio of general to specialty education written into graduation requirements. This last observation applies as much to the transfer student as to the technical-vocational student. If the Associate in Arts or Associate in Science degree calls for a minimum of sixty semester units, then no more than thirty should be in a specialty field whether that specialty be pre-professional or pre-vocational electronics. In either case the remaining thirty units should be devoted to those common elements which experience has demonstrated to be essential to preparation for manhood, for fulfillment of potential, and for self-actualization."[8]

Not all community junior colleges go as far as following Collins' suggestion, that half of a student's program be devoted

---

[8] C. Collins and L. Collins. The Case for the Community College: A Critical Appraisal of Philosophy and Function. El Cajon, California: Published by the authors, 1966.

to general education. Commonly, one-third or less of a student's program is specifically so labeled. Even then, general education is often acquired with each student selecting a miscellaneous group of courses which satisfy some "field" requirement. More often, these courses are not geared specifically to general education but rather serves as introduction to academic disciplines. Attacking myths about community junior college education, Arthur Cohen charges: "the one that perpetuates the fiction that junior colleges offer a liberal education to their students is the cruelest myth of all."[9]

General education has taken on a variety of meanings over the years. In some colleges it is offered as a separate program distinct from both transfer and career programs. Most community junior colleges offer general education as a component part of specialized programs, whether they be transfer, career, or developmental. Within this framework, there is a variety of approaches, from general education courses geared to each special program, to a college wide general education sequence which purposely brings together in classes a cross section of the student population.[10]

As the door of the community junior college opens pro-

---

[9]Arthur Cohen. Dateline '79: Heretical Concepts for the Community College. Beverly Hills: Glencoe Press, 1969.

[10]John Brubacher. Bases for Policy in Higher Education. New York: McGraw-Hill Book Company, 1965.

gressively wider, it is obvious there will come an increasing number of students with records of low achievement and without the developed skills which would allow them to perform satisfactorily in most college classrooms. It is estimated that 30 to 50 percent of the community junior college students are in need of developing basic skills.[11]

If the "open door" is to be left open to these low achievers, as most community junior colleges maintain, then remedial developmental programs must be provided to assist such students to make up for lost development. O'Banion states:

> "The junior college has made a commitment to the under-educated of this country that no other institution of higher education has ever dared make. It is a bold commitment and a commitment that reflects the democratic-humanitarian philosophy upon which the junior college rests. If the junior college can succeed in providing meaningful educational experiences for those who have known only failure, then no one will doubt its claim for uniqueness."[12]

While most community junior colleges have some sort of remedial program, it too often receives minimal support and shows discouraging results.[13] Johnson found a few encouraging

---

[11]Leland Medsker, and Dale Tillery. Breaking the Access Barriers: A Profile on Two-Year Colleges. New York: McGraw-Hill Book Company, 1971.

[12]Terry O'Banion. New Directions in Community Colleges. Champaign (mimeographed), 1969.

[13]John Rouche. Salvage, Redirection or Custody? Remedial Education in the Community Junior College. Washington, D. C.: American Association of Junior Colleges, 1968.

signs of promising developmental programs in his survey of community junior college innovations. But he concluded: "sound and imaginative plans for teaching vast numbers of low achieving students are greatly needed."[14] There are some community junior college leaders who caution against making too great a commitment to educating the lower levels of mental abilities.

> "The public two-year college cannot simultaneously be a quality educational institution and a custodial institution. As society generates larger numbers of individuals who cannot meet minimum levels of competence, specialized institutions must be created to deal with these problems. These may be combinations of work camps and schools, or they may be organized in other patterns. The point is that there are some limitations to the ability of any one organization to handle all social problems. These limitations are apparent in comprehensive urban high schools, where individuals of very low mental ability are put with those of normal and higher ability."[15]

Whether, because of such an acceptance of limitations, the lack of resources, poor techniques, or a combination of all of these, community junior colleges have not, at any rate satisfactorily performed this function. The programs are often staffed by new teachers without special training who see these low-level classes as a step up the ladder to transfer courses. What are called developmental courses too often merely repeat the same tactics the student was exposed to in high school.

---

[14]Lamar Johnson. Islands of Innovation Expanding: Changes for the Community College. Beverly Hills: Glencoe Press, 1969.

[15]Clyde Blocker, Robert Plummer, and Richard Richardson. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

There is too little focus on developing positive self concepts and motivations to allow the student to overcome his history of failure.

Continuing and Adult Education

One of the difficulties encountered by community junior colleges in applying the concept "terminal education" was no program actually terminated a person's learning. The emerging concept of continuing education reflects the pleasant fact that education is really a life long activity, in or out of school. Without special recruitment in most cases, the classrooms of community junior colleges have been filling during the evening hours with adults anxious to upgrade their skills or to improve their personal lives.

Most community junior colleges claim-part time evening student population as large as their full-time day enrollment. Continuing and adult educational programs, furthermore, are not limited to evening courses. Special daytime courses and programs on and off campus, serve special interests to the larger community.[16]

The adults come for many reasons. Some want regular college programs leading to eventual transfer to a four year college or university or employment; others seek recreational and cultural outlets. It is not uncommon to find a class on

---

[16]Leland Medsker. The Junior College: Progress and Prospect. New York, New York: McGraw-Hill Book Company, 1960.

flower arranging next to one on income tax preparation, both across the hall from a class on symbolic logic.

Adult and continuing educational programs in community junior colleges have expanded more from the pressure of numbers than from the special efforts of the colleges. With a constituency as large as the day enrollment, the offices of adult and continuing education often occupy some inconspicuous corner of the administration building if indeed they are not exiled to some more remote spot. The proportion of the college budget allocated to adult and continuing education is correspondingly meager. Many students enter adult and continuing education programs excited at the prospect of going to, or returning to college, only to find little college atmosphere prevailing outside the classroom in the evening. Quite possible, the library, the bookstore, and the student center are not available to students at night.

Curriculum

In the University System of Georgia, certain basic courses are required to be taught in colleges and universities. Some of these courses are in the areas of: English; science; mathematics and Special Studies. The Southern Association of Colleges and Schools also require some of the same basic courses to be taught for achievement of accreditation. Other courses which are not considered "basic" are developed by the academic dean, chairman, and the president. However, these are only recommendations pending final approval by the chancellor and the Board of Regents in the

University System of Georgia.

At the same time, no area of the community junior college curriculum is doing so well with so little. Despite meager resources, enrollment in adult and continuing education programs continues to soar. Faculty members generally enjoy teaching the older students, finding their maturity a good base for relevant and stimulating class discussions.

Atlanta Junior College

Although there are existing curriculum problems in the community junior colleges, the colleges continue to progress and grow. In Georgia, the newest unit of the University System of Georgia is Atlanta Junior College, located adjacent to the Atlanta Area Technical School in southwest Atlanta.

Like other university system junior colleges, the new unit offers college transfer and career programs leading to the two year Associate degree. Atlanta Junior College will, however, eventually provide the most comprehensive cooperative program anywhere in the university system between a system institution and an area vocational technical school.

Transfer Programs

College Transfer programs in forty-three major fields currently make up the bulk of the colleges' offerings. The College Transfer programs are designed for students who wish to pursue baccalaureate degrees at senior colleges or universities after completing a two year program at a junior college. These programs present the freshman and sophomore courses in

major fields ranging from such general liberal arts areas as: English, history, and mathematics, to specialized fields such as computer science, medical illustration, and radiologic technology.

After completing his junior college program of ninety-six academic credit hours, the college transfer student is awarded the Associate of Arts degree or the Associate of Science degree in his major field. He then usually transfers into a comparable major field at a four year institution.

The College Transfer programs at Atlanta Junior College are based upon the University System Core Curriculum, a method of structuring course programs which facilitates the transfer of freshman and sophomore academic credit from one university system instituion to any other system instituion.

Career Program

Career programs in nine fields are also in operation as a part of the college's curriculum. Career programs are designed for pre-service students who seek immediate career employment after two years of study, and for persons who are already working and wish to upgrade, update, or extend their education. The programs usually are attractive to persons who do not intend to seek a bacculaureate degree.

Like the college transfer programs, the career programs require ninety-six hours of academic credit. All of them require general college work. Career programs, however, require less general college work than the college transfer programs,

in each case substituting instead a number of courses geared toward the specific major career field. Each program requires at least forty credit hours of general college course work.

The career programs offered by Atlanta Junior College is concentrated in social science related fields such as mental health technology, penal rehabilitation, social services, and teacher assistance.

College-Technical School Cooperative Program

In addition to those career programs offered entirely by Atlanta Junior College, one highlight of the college curriculum will be a set of career programs offered in cooperation with Atlanta Area Technical School. These programs will allow students to learn technical skills while at the same time earning an associate degree. As with other career programs those offered entirely by the college, will be geared toward students who will enter, return to or continue full-time employment after two years of study.

Cooperative programs will be offered in thirty fields in which career programs are currently available at Atlanta Area Technical School. These include specialized career fields such as: child development, commercial art, computer data processing, dental laboratory technology, electronics, food service management, industrial drafting, and radio/television mechanics.

A student who chooses one of the cooperative programs will actually be enrolled in both the junior college and the technical school. At the end of his two year program, he will receive an

Associate in Applied Science degree from the college, as well as a certificate from the technical school. According to Dean Monroe:

> "One of the things they are really emphasizing at the technical school is that these programs will help people in the technical fields move into supervisory and management levels. As I see it, when students enter the technical school, they will be presented with two possibilities; the purely technical program or the cooperative associate degree program. The purely technical program will be about two quarters shorter than the two year (six or more quarters) cooperative associate degree program, but it will offer a degree."[17]

The cooperative Associate degree program will consist of a combination of thirty-eight to fifty-eight quarter hours of general college work offered by the college and a program of technical training offered by the technical school. The college work will consist of basic communications courses, mathematics, science, and social science courses related to the major, while the technical courses will be basically the same as those required in non-degree programs at the technical school.

Special Studies

The Special Studies program, which in the fall quarter of 1974 included 266 of the school's 504 students, is a central part of the educational program at Atlanta Junior College. The program provides non-credit basic remedial instruction in English, mathematics, and reading to students who are not prepared to do college

---

[17]Dr. Dougald McDouglad Monroe, Academic Dean, Atlanta Junior College, Atlanta, Georgia. Interview, 5 January 1975.

level work in any one or more of these fields.

Applicants to Atlanta Junior College who score below a cut off score (650 combined Verbal and Mathematics) on the Scholastic Aptitude Test of the College Entrance Examination Board (CEEB) are required to take the College Guidance and Placement Test, a nationally administered achievement test, also developed by the CEEB. The College Guidance and Placement test is used to measure the student's achievement in the areas of English, mathematics and reading. Students are required to enroll in a Special Studies course in each area in which the test results indicate they have deficiencies.

Of the 266 students enrolled in the Special Studies program during the 1974 fall quarter: 63 were taking Special Studies courses in all three areas, 122 were taking two Special Studies courses, and 80 were enrolled for just one Special Studies course. A breakdown of the special Studies enrollment by subjects showed: 172 students were enrolled in remedial English; 159 were taking remedial mathematics; and 182 were taking remedial reading.

The Special Studies courses are based primarily on the self pace concept, whereby a student works at his own rate through a prescribed program. The mathematics courses, however, requires the students to work together as a class. The English courses or the reading courses are oriented more toward individual instruction.

Students are allowed three quarters in which to complete each Special Studies course and "exit" into regular college work.

To exit, a student must complete his Special Studies coursework and must also earn a specified grade on the College Guidance and Placement Test. If a student fails to exit after three quarters in a Special Studies class, he may be required to discontinue his present program.

The Division of Special Studies at the college is headed by Dr. Willie H. Clemons, a former director of the program for parents of exceptional children at the College of DuPage, Glen Ellyn, Illinois. Dr. Clemons is responsible for reading instruction and counseling as well as for coordinating the Special Studies program in three different divisions. In addition, Christine Unger, Chairman of the Humanities Division, Ronald Carlisle, Chairman of the Mathematics and Natural Science Division, are also specialists in Special Studies instruction.

All university system institutions are required by the Board of Regents to provide a Special Studies program. The Special Studies program at Atlanta Junior College is one of the most comprehensive of such programs in the system.

Continuing Education

A public service program of non-degree courses is also being organized for residents of the community. In this program, the college will offer non-degree courses, seminars, workshops, and conferences to meet identified needs in the community. Leatrice T. Bell is director of the continuing education program. The program will make it possible for people to explore ideas and subjects that interest them on an informal basis and apart from the regular academic program.

The programs will run the gamut of aesthetics and personal improvement to zoological brush up courses for professional improvement according to the needs indicated in the community. When feasible, the programs will be taken into the community using churches, schools, libraries, and apartment clubhouses.

This approach to continuing education is in keeping with the college's philosophy that learning is a continuous process that should be made available to everyone. Atlanta Junior College is committed to use the resources of higher education to provide courses and programs that will enrich the lives of the people it serves and improve their capacity to function creatively in society.

From this review and the general curricular programs in the nation's community junior colleges, a composite picture emerges. Those who idealize this relative newcomer to American higher education can boast of its accomplishments, and skeptics emphasize its shortcomings. By most standards, community junior colleges have done an excellent job of implementing their multiple and lofty goals. It is to the credit of community junior colleges that they continue to search for ways to improve their performance rather than ways to modify their goals or to lessen their commitments.

CHAPTER V

Minority Enrollments in Junior Colleges

CHAPTER V

Minority Enrollments in Junior Colleges

The public community colleges have come a long way in a very short time. It may be too soon to say they have the potential for giving the twentieth century an updated version of the American Dream: unrestricted opportunity for higher education for all citizens. Yet, with a flair for a brash endeavor as refreshing and inspiring as it is often abrasive, the community colleges have touched the spirit of tomorrow.

Enrollment of students in the junior colleges increased by more than 100,000 each year since 1964. Nationally, an average of about one-third of all students entering a higher education program start in a junior college. However, for some states the figure is more than one third; for example:

> For some states the figure is much greater, e.g.; Illinois, 54 percent; New York, 50 percent; Florida, 69 percent; California, 80 percent.[1]

Today, the community junior college national enrollment, approximately two million students, is nearly 28 percent of the total undergraduate enrollment in higher education. A large and heterogeneous student consumer group seems a national response to an educational enterprise which features low cost, residential

---

[1]U. S. Office of Education. Opening Fall Enrollments in Higher Education, Part A-Summary, Washington, D. C., 1968.

proximity, flexible admission arrangements, and a varied educational program to suit the needs of the time.[2]

Until 1965, part-time students out numbered their full-time counterparts by an annual average of approximately 55,000 although the gross number of students separating the groups had been decreasing steadily.

Then, in 1966, full-time enrollment for the first time surpassed by 38,000 the number of part-time students.[3]

These general growth data can be understood to measure the serious response by a public increasingly aware of the need for acquiring skills and knowledge in a complex society. They probably attest also to the growing popularity of a local public institution of higher education which can fill the need promptly. The trend toward increased full-time enrollment is undoubtedly explained in major part by the gradual contraction of traditional part-time and extended program offerings in public community colleges throughout the nation.

Between 1958 and 1968, technological and skilled manpower needs, in effect, mandated the expansion of community college curricula. Not only was the number of post-secondary institutions increased to accommodate additional students seeking the new learnings but new programs were developed, usually for budget

---

[2]Ibid., p. 4.

[3]Ibid., p. 6.

reasons. This often meant that requisite programs could begin only as pilot offerings or on a part-time basis. Literally thousands of programs were initiated in this manner in the 1960's. When such programs became firmly established, leading to associate degree programs, they attracted full-time students.

As a result of the Vocational Education Act of 1963, massive financial support was given to the development of the widest array of occupational training programs in the history of public community junior colleges.

To fully understand the potential of the community colleges which are now within community distance of 82 percent of the eighteen and twenty-four year old population of major metropolitan areas, it is important to appraise their current response to urban needs.

In Willingham's assessment of relevance in post-secondary education, he concludes: "It is not possible to say definitely whether the college access rate of black students is catching up with the majority or not. However, if one defines minority to include Spanish-speaking American and American Indians, it is clear that neither higher education generally nor any segment specifically is providing equal opportunity for minority students."[4]

Cross reports: across the nation, public community colleges enrolled a slightly lower proportion of caucasians than did other types of institutions. SCOPE (School to College Opportunities for Post-Secondary Education) findings show that along with the non-

---

[4]Warren Willingham. The Importance of Relevance in Expanding Post Secondary Education: Trends in Post Secondary Education. Washington, D. C.: U. S. Office of Education, 1969.

Catholic church related colleges, the junior colleges were the least restrictive in reference to minority admission. In contrast, the independent universities and Catholic institutions were most restrictive, with the public universities in between the extremes.[5]

It is important to note there are enormous regional differences in the way types of institutions serve non-white students. In K. Cross's review of relevant research, she draws the following conclusions:

> "The South, for example, has far and away, the largest number of Negro students in colleges, but only 6 percent are enrolled in public community colleges; 55 percent are enrolled in public four-year colleges. Although the far Western states have only about one-tenth as many Negro college students as the South, 70 percent of these are enrolled in public community colleges, probably in the extensive community college system of California.[6]"

Alexander W. Austin, of the University of California at Los Angeles, revealed that the peak year for minority enrollments was 1972. Estimates made by the Bureau of the Census backed up this conclusion:

> "College enrollment among Negroes has dramatically changed in the past several years, from 234,000 in 1964 to 727,000 in 1972, the bureau said in the report, Characteristics of American Youth, 1972.[7]"

---

[5]K. Cross. The Junior College's Role in Providing Post Secondary Education for All. Prepared for the U.S. Office of Education, Washington, D.C. 1969.

[6]Ibid., pp. 20-21.

[7]Alexander W. Austin. "Trends May Be Ending." The Chronicle of Higher Education, December 2, 1975.

The interpretation of the community colleges is congruent with current studies which document the rising educational aspirations not only for black students but of other ethnic groups, particularly those with Spanish-speaking backgrounds. All of these groups see the community college as a stepping stone to the four year institutions.

The rejection of traditional vocational education by students of modest or impaired educational backgrounds disturbs many educators. For others it is a challenge to tear down the walls which divide education. This call for change is well stated in a paper presented to the United States Commissioner of Education:

> If we are to meet our educational responsibilities to space-age youth, we can no longer tolerate an educational system that in large part ignores the concept of career education. A necessary step is to re-define vocational education, at least in part, as that aspect of an educational experience which helps a person to discover, define, and refine his talents, and to use them in working toward a career. This definition sees vocational education embracing, but not confined to, development of manual skills; it sees such skills used not merely to prepare for tasks, but as alternatives or supplements to verbal skills in the entire learning process. [8]

Atlanta Junior College

Although the South has the largest number of Blacks and only 6 percent are in public colleges, according to K. Cross, the state of Georgia is doing something to meet the educational responsibilities to the space-age youth. The establishment of

---

[8]M. Feldman. Position Paper for the U.S. Commissioner of Education, U.S. Office of Education, Washington, D.C., 1969.

Atlanta Junior College, an all commuter institution, has an extra ordinary opportunity and responsibility to break down geographic, economic and academic barriers in higher education.

The new junior college held its first classes during the 1974 fall quarter, with an enrollment of 504 students. Most of its programs are being conducted in a new building located across from the parking lot of Atlanta Area Technical School. The college building includes classrooms, lecture halls, laboratories, and faculty and staff offices.

Eighty-seven percent of the college's students, 440 of the total 504, are blacks.

Eighty-nine percent of the students come from Fulton County, most of them from the southwest section of Atlanta where the college is located. Since there is no other junior college program offered in the highly populated area, Atlanta Junior College will probably continue to draw most of the students from that section.

The Atlanta Area Technical School, with a total enrollment of almost 12,000 students, is one of the largest in this section of the country. It has a racially balanced student body, approximately 60 percent black and 40 percent white. It is expected that the white enrollment at Atlanta Junior College will increase when planned cooperative programs with Atlanta Area Technical School are activated. This is due to the large percentage of white students enrolled at the technical school.

In regard to the relatively high proportion of older students, President Thompson stated: "In addition to recent high school graduates, there are veterans, working people, housewives,

and people who are resuming a college education which was interrupted years earlier. While the traditional junior college student is an eighteen year old or a nineteen year old, at Atlanta Junior College 55 percent of the students are over twenty years of age, and 38 percent of them are twenty-five years old or older."[9]

When Atlanta Junior College was conceived, there was a real concern that if a junior college were opened in the heart of the city, students would leave other schools and concentrate at the new college. However, although a few students have transferred from nearby colleges, most of the students at Atlanta Junior College were not enrolled in any college before the 1974 fall quarter.

President Thompson believes many of the students would not be enrolled in college at all if it were not for the new Junior College. A two year college close to home offers students the opportunity to set short-term goals as well as long-term goals for their education. Students are able to begin the higher education process and obtain an associate degree in two years. At this point, many students may re-evaluate their educational goals and continue in a four year institution.

The primary purpose of the new junior college is to meet many of the educational needs of the community. A junior college should be a place where the doors are open to all members of the community and that is exactly what Atlanta Junior College is dedicated to accomplish. At Atlanta Junior College, the

---

[9]Dr. Edwin Thompson, President, Atlanta Junior College, Atlanta, Georgia. Interview, 6 December 1974.

administrators have tried to break down some of the barriers facing the prospective students.

For example, there may be a geographic barrier which a student perceives as a block to his educational needs. Atlanta Junior College is easily accessible to local transit lines. In addition, its proximity to Atlanta Area Technical School allows the college to offer a variety of courses in one central location. In a commuter college such as this, many students are working on a full-time or part-time basis, and must have a source of education that is convenient to them.

In addition, many students perceive an economic barrier standing in their way of higher education. The junior college makes a special effort to provide financial assistance in the form of scholarships, loans, or work study programs for every student who needs assistance. During the fall of 1974 almost 50 percent of the students were receiving some kind of financial aid.

Atlanta Junior College maintains an open enrollment policy. Admission to the college is not restricted by high school grades or scores on the Scholastic Aptitude Test. Any person with a high school diploma or its equivalent can enroll in the college. If a student is not fully prepared to begin college level work, then, through the Special Studies program, a concentrated effort is made on helping the student become prepared.

Although Atlanta Junior College did not recruit any students before June 1974, applications for the 1974 fall quarter were received from more than 1,000 persons. Five hundred and four of those

were actually enrolled for that quarter.

More than two hundred applications had already been received by mid-December for additional admission for the winter quarter. President Thompson feels that the enrollment for the fall quarter 1975 will exceed 1,500 students.

Of the 504 students attending the college during the 1974 fall quarter, 351 were enrolled for credit for twelve hours or more, the other 153 students were enrolled for credit ranging from five quarter hours through eleven quarter hours.

The students' age ranged from seventeen to fifty-eight. The breakdown by ages was: 45 percent between 17 and 20; 17 percent between 21 and 24; 23 percent between 25 and 30; and 15 percent over 30.

Fall quarter enrollment included: 440 blacks; 63 whites; and one oriental; 258 men and 246 women; 146 married students; 118 veterans; 197 freshmen; 21 sophomores; 20 transients; and 266 students in the Special Studies programs, consisting of pre-college level remedial courses in English, Reading, and Mathematics.

All but twenty of the students are from Georgia and the vast majority of the total number enrolled came from the southwest Atlanta area in which the college is located. The breakdown by counties of the Georgians was: Fulton County, 452; Dekalb County, 17; Cobb County, 8; Douglas County, 2; Clayton County, 2; Butts County, 1; Coweta County, 1; Rockdale County, 1.

The other states and the numbers of students were: Ohio, 3;

Illinois, 3; Michigan, 2; North Carolina, 2: South Carolina, 2; Alabama, 1; New Jersey, 1; and Tennessee, 1.

The other countries and the number of students were: China, 1; Cuba, 1; Nigeria, 1; Sierra Leone, 1; and Turkey, 1.

It is possible that Atlanta Junior College may in the future supplement its on-campus programs by offering extension courses at other places in the community. The college would like to have as many students as possible involved on the campus. However, if there comes a time when the need is greater than can be met by campus facilities, then the college will seek facilities from the public school system.

CHAPTER VI

Administration In Theory and Practice

CHAPTER VI

Administration In Theory and Practice

As American higher education entered the 1960's, the conscientious college or university administrator found himself plagued and perplexed. He served an enterprise dedicated to scholarship and learning. The justification for a university, one contemporary philosopher has written, "is that it preserved the connection between knowledge and the zest for life, by uniting the young and the old in imaginative consideration of learning."[1]

At the same time, however, the administrator contends with an institution which has become in a real sense a big business. Swelling enrollments and demands for increased services have brought to all but the smallest campuses management problems related to: physical plant, budget and investment, research institutes, business enterprises such as bookstores and cafeterias; housing and other extra-academic facets of a modern campus. The administrator must handle the organizational complications which result from the presence of thousands of students and hundreds of faculty members, as well as a consequent large number of clerical

---

[1]Alfred North Whitehead. "From Universities and Their Functions", quoted from Modern Essays, ed. Russell Wye (Chicago: Scott, Foresman, and Company, 1957), p. 302.

and physical plant staff.

Leadership

The basic administrative problem is that of directing the operation of an increasingly large and complex organization in a manner that enhances rather than interferes with the intellectual creativeness of the faculty and students. In many instances the answer lies in efficient and effective procedures for handling the daily and recurrent functions of registration, admissions, schedules, new course adoption, degree requirement decisions, retention, graduation and similar matters. More important, the president, the dean, or other administrators must keep his head above the swelling demands of these routine considerations. He must do this, because the effective functioning of an educational institution requires positive leadership.

The academic administrators serve in a very distinctive organization. This uniqueness in an academic organization results to a high degree from the professionalized faculty members who maintain their right to participate in decisions which affect their work. They retain a monopoly of specialized knowledge which makes their services difficult to appraise. Also, it gives to departments and schools within a college or university a high degree of autonomy resulting from the power of initiative on faculty personnel policies, educational programs, and evaluation of students. More than this, the faculty members have a commitment to a profession or discipline which transcends frequently their loyalty to their institution.

On the basis of the foregoing analysis, Chapter VI contends

that the academic administrator will improve his effectiveness to the degree that he understands and remains conscious of three fundamental facets of his organizational situation.

First, he will serve better to the degree that he recognizes realistically the role of authority in the academic setting. Authority serves as the fuel by which all formal organizations are maintained, of course.[2] But, authority is far more sophisticaed than a simple command and obey relationship, and the role of authority in the academic organization is even more discrete than it is in other enterprises.

Second, it suggests that effective leadership relates closely to the administrator's ability to pull together those persons affected by a decision into the decision-making councils of his organization. This does not necessarily imply staff decision-making only. Rather, it means collaboration with academic and administrative associates on institutional policy-making, whether their opinions establish decisions or not. Such collaborative effort tends to develop logical procedures, what is called herein, a rational process for administration. A rational process will encourage decision-making based primarily upon the welfare of the institution and upon the basis of available and pertinent data.

Third, the administrator works within the context of a specific college or university. The character of a college or

---

[2]Parsons, Talcott. "Sociological Approach to the Theory of Organizations, II," Administrative Science Quarterly. (September, 1969), pp. 226-227.

university sets limits upon what policies can be meaningfully implemented and also identifies opportunities for imaginative leadership. The academic administrator works within a distinctive institutional setting; he must understand it well to be effective.

Authority

Organization rests on authority is almost a truism. It is also evident that the use of authority in an effective military operation differs substantially from that in an academic one. However, even for organizations based on a clear hierarchical set of relationships from executive to worker or soldier, the traditional concept of authority, as that of enforcing orders, has undergone substantial modification.

Writing in terms of industrial and business organizations, Chester I. Barnard states that organizational authority depends ultimately on the willingness of the individual operator, for one reason or another, to accept and act upon a communication from one above him in the hierarchy.[3] Herbert A. Simon, professor of industrial administration, has defined authority in terms of roles within an organization which over a period of time lead to an expectation of obedience on the one hand and a willingness to obey on the other hand.[4]

These roles establish a "zone of acceptance" within which a

---

[3]Chester I. Barnard. The Functions of the Executive. Cambridge: Harvard University Press, 1947, Chapter XII.

[4]Herbert A. Simon. Administrative Behavior. New York: Macmillan Company, 1958, p. 126.

subordinate will accept the decisions made for him by those higher in the organization.

Decisions made by persons as individuals differ substantially from those made as members of an organization.[5] The former tend to be unconscious, automatic, and responsive. They reflect primarily self-interest and personal attitudes, habits, and beliefs. Decisions made within the orientation of organizations tend to result from the rational process of deliberation based on pertinent information. This distinction forms a general tendency rather than a clear-cut difference. The point is, as Barnard indicates, the activity of the organization to a relatively high degree involves logical process.

Every administrative organization by its nature relies on some kind of process. What is important is not only its arrangement but the consciousness of its operation on the part of participants. For the administrator this means an understanding of what constitutes effective process and a habitual thinking in terms of it. As the training of the scientist disciplines his mental outlook on matters related to his discipline so that he automatically handles problems systematically; the administrator can also acquire a habitual approach to problems of organization.

Operationally, any process is subject to the effects of human values, self-interest, and varying abilities. Yet, as Simon points out, "organizations are formed with the intention and design of accomplishing goals; and people who work for organizations believe

---

[5]Chester I. Barnard, op. cit., p. 185.

at least part of the time that they are striving toward these same goals."[6]

Concept of Process

In the twenties and thirties the famous "POSDCORB Formula" was established by Luther Gulick.[7] He segmented the administrative operation into the elements of planning, organizing, staffing, directing, coordinating, reporting, and budgeting. In various years writers have stressed that making and carrying out decisions form a crucial element in administration. Such analyses serve primarily as tools.

The underlying theses of such analyses of administrative activity is that administration consists of a reasonable process following a sequence of several logical and discernible steps. At the outset, a decision must result from a rational consideration of the data involved, the attitudes which reflect the value systems of organization, and an appraisal of the possible consequences of various courses of action. Once a decision is made, arrangements must follow to establish a plan or program and to communicate both the decision and the program to all concerned. Subsequently, the administrator must make sure that the plan is carried out properly and reviewed in terms of the original decision and any changes which affect it. Such changes may result from the decision and from

---

[6]Herbert A. Simon. Recent Advances in Organizational Theory; Research Frontiers in Politics and Government. Washington, D.C.; Brookings Institution, 1955, p. 30.

[7]Luther Gulick. "Notes on the Theory of Organization," in Papers on the Science of Administration, 1937, p. 13.

the operation of the sequence of steps following the decision as they interact with the organizational environment.

Such logical sequence is theoretical. Yet, the greater the degree of rationality in the making and carrying out of decisions, the greater the degree of administrative effectiveness. This point of view has been discussed in terms of academic administration by Edward Litchfield.[8] In his analysis a decision is programmed into a plan of implementing it, communicated along with the program, controlled so that actions implementing it are measured in terms of established norms, and finally reappraised in terms of new information and pertinent changes. Obviously, administrative action does not follow uniformly the four stages of decision making: programming; communicating; controlling; and reappraising. Students must be admitted and their efforts evaluated. The financial and physical plant management must provide the proper setting for the academic program. Courses and degree requirements must be appraised and approved or rejected in terms of objections and resouces. Registration must proceed in an orderly manner with appropriate student advisement.

Beyond effective routine administration, leadership means setting the basic mission of the institution and creating the social organism capable of fulfilling that mission. This requires critical decisions which affect the ability of the organization to uphold and to modify its distinctive aims and functions.

---

[8]Edward H. Litchfield. "Organization in Large American Universities," Journal of Higher Education, October and December, 1959.

The effective administrative leader will establish organizational arrangements which facilitate the implementation of his own objectives which establish a continuing, creative appraisal of aims and functions on the part of his organizational associates. He will succeed better in achieving this kind of organization as he understands the role of authority in his college or university; remains conscious of the logical sequence of steps involved in making and implementing decisions; and knows well the institutional character with which he must contend. Within this framework, and in terms of his temperament and abilities, he may gain success with the specific policies related to span of control, formal communications, responsibilities and authorities, and other factors inherent in all efforts to direct the work of others. The process of decision-making may include arrangements for programming; programming may lead to immediate reappraisal of the initial decisions; communicating may bring to light factors which cause an immediate reappraisal of the decision or the program.

Phillip Selznick makes a distinction between routine and critical decisions. He writes:

> " Efficiency as an operating ideal presumes that goals are settled and that the main resources and methods for achieving them are available. The problem is then one of joining available means to know ends. This order of decision-making we have called routine, distinguishing it from the realm of critical decision. The latter, because it involves choices that affect the basic character of an enterprise, is the true province of leadership as distinct from administrative management.[9] "

---

[9] Phillip Selznick. Leadership in Administration. Evaston: Row, Peterson and Company, 1957, p. 135.

In the quotation, Selznick makes the distinction which has served as the basis for this chapter. A college president, a dean, a chairman, an office head, or any other major administrator has true responsibilities: the effective and efficient handling of routine affairs and the exercise of creative educational leadership.

The first responsibility is to set up an administrative foundation, without which the best educational leadership will collapse.

The Organization of Atlanta Junior College

The formal organization is any organization which has been set up to accomplish stated objectives requiring collective effort on the part of many individuals. The objectives of Atlanta Junior College are achieved through a formal organization based on the laws and regulations governing post-high school education and the principles of administration and group interaction.

At Atlanta Junior College, the formal organization assumes substantive form through the Board of Regents policy manual, the faculty handbook, the student handbook, the college catalog, and the organizational chart. Public institutions are required by law to keep records of the official actions of the board of control. In addition, the Board of Regents also publish manuals which include comprehensive policy statements accumulated over the years that are used to guide and govern the institutions. The manual outlines the organization and responsibility of the Board of Regents and describes the responsibilities of administrative officers and faculty members,

personnel policies, educational policies, financial policies and procedures and policies governing student activities and behavior.

The faculty handbook is a necessity at The Atlanta Junior College as well as other two year colleges. In general, it describes the philosophy and objectives of the institution, the responsibilities of the Board of Regents, the responsibilities of administrative officers and faculty, student personnel services, routine procedures, college regulations, and faculty personnel policies.

The student handbook is provided for the purpose of interpreting the formal organization and the programs provided by the college. There is a wide variation in its comprehensiveness and content. In general it includes information regarding the purposes and objectives of the institution, the administrative organization, rules and regulations, and general information concerning services to students, curriculum, student government, the library, and student activities. Much of the information in the student handbook is also in the college catalog, but it is presented in a less formal way.

The Atlanta Junior College catalog not only describes the institution in detail but it constitutes the official definition of the relationship of students to the institution. Although it mentions the formal organization, the major stress of this document is upon courses of instruction and other information particularly pertinent to the academic programs.

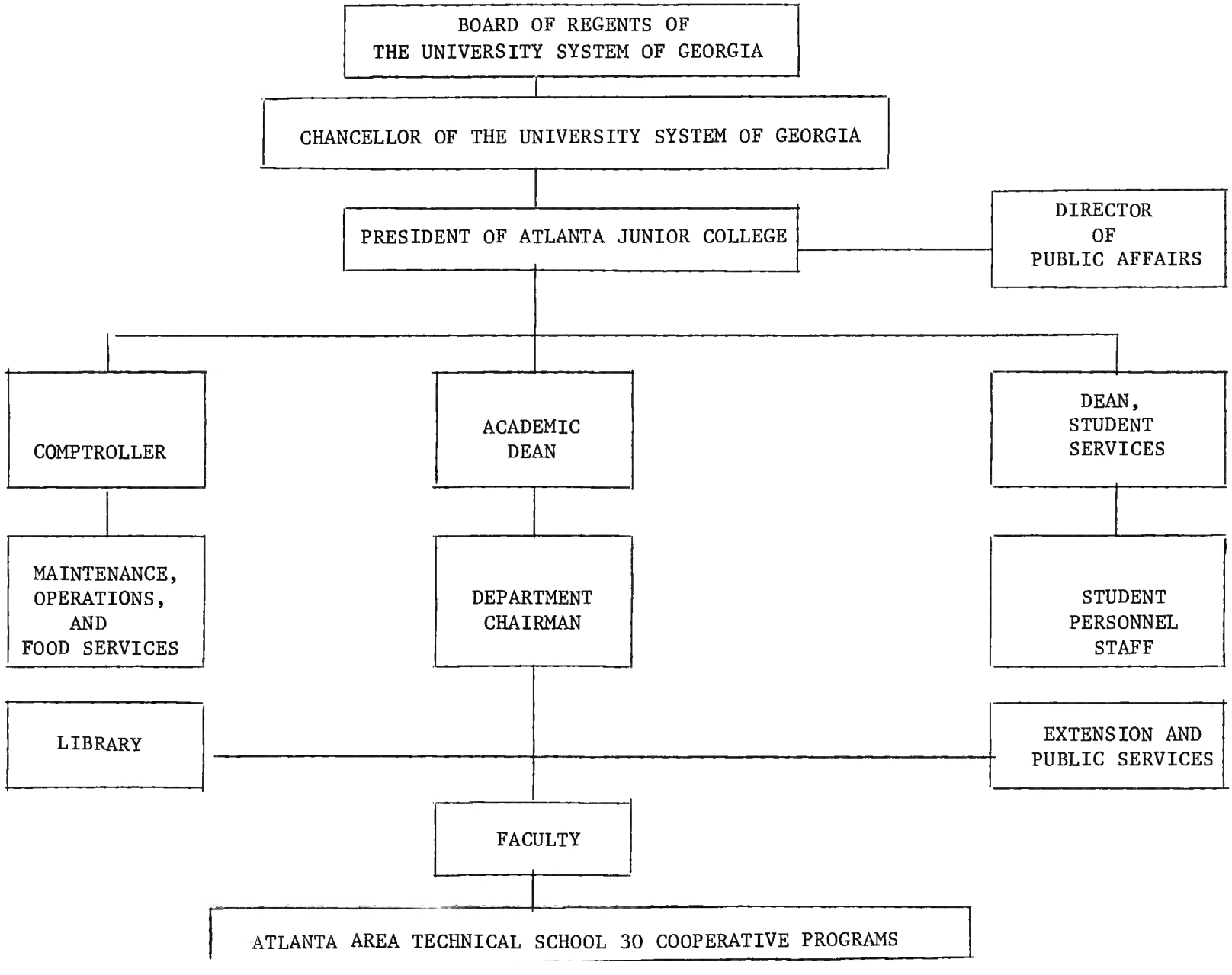
The organization of Atlanta Junior College is illustrated by the line-staff chart showing the positions in the heirarchy and

the specific structure of the organization.

The line-staff chart of Atlanta Junior College illustrates the following: (1) the span of control at various levels within the administrative hierarchy; (2) responsibility of officers to other officers; (3) responsibility of certain personnel to other personnel; (4) various coordinate (staff) assignments which are set up in relationship to administrative position; (5) lines of communication; and (6) suggestions of commensurate authority which accompany assigned responsibility.

Figure 1 shows the line-staff organization. The responsibility of each of the individuals on the five levels is outlined in the faculty handbook and in the policy manual of the Board of Regents. In theory, at least, the academic dean, the dean of student services, and the comptroller are responsible for three discrete areas or functions. In practice, however, the success of Atlanta Junior College depends as much upon horizontal coordination and cooperation as it does upon vertical implementation of authority and responsibility. The primary functions of the college are implemented by the academic dean and the dean of student personnel; that is, the services provided by these divisions of the college have a direct educational impact upon students. All other segments of the formal organization are subordinate to these divisions in the organizational plan and function to support the academic and personnel programs.

FIGURE 1. The Organizational Chart of Atlanta Junior College



CHAPTER VII

Conclusion

IMPLICATIONS OF ATLANTA JUNIOR COLLEGE

The latest projections by the United States Department of Labor indicates that over fifty percent of new jobs developing in the next decade will require less than four years of college or university work. Attention is turning toward the community and junior colleges as sources for trained manpower. The implications of these projections will have a profound effect on the role which Atlanta Junior College and Atlanta Area Technical School will play in training young people and in retraining adult workers.

The author believes that blacks from all socio-economic classes will increasingly turn to Atlanta Junior College and Atlanta Area Technical School for training in educational programs.

The enrollment of Atlanta Junior College at the end of its first year of operation was approximately 90 percent black. This response by blacks to the availability of well designed one and two year educational programs, clearly indicates that the community college is accepted as an integral component of our education system.

CHAPTER VII

Conclusion

In the near future, the number of community college districts which operate many campuses will increase because of the increasing student enrollment in junior colleges. In 1970, some large cities converted to a multicampus system. In a few states, notably California, districts had consolidated to incorporate two or more smaller districts, or expanded into a county-wide operation. As the community college enrollment doubles, and as the number of the colleges fail to increase in proportion to increased enrollment, it is then obvious that the average size of a community college will more than double or triple.

The management of a multicampus district is not simple. The problem is not how to expand the curriculum and the faculty, nor is it how to build more buildings. The problem is how to allocate to each operating unit, or campus, a reasonable amount of power and autonomy. It is inevitable that each operating unit will seek its own independent identity and goals. The administration, the faculty, and the student body of the local campus establish a feeling of loyalty, and identity with their campus and its immediate community.

Local campuses become rivals of one another. This rivalry occurs not only in the area of sports, but in almost all aspects of students and faculty interest. Each campus fears that the central

administration will play favorites with the other campuses and discriminate against it in the allocation of funds, equipment, and buildings.

How can the central college board and administration strike a balance between centralization and anarchy? If local autonomy is carried to an extreme in the manner demanded by some extremists and critics, the local campuses would have their own governing boards and budgets with the freedom to act independently of the central board. No formula can be given which will set the central lever at that exact point which will create happiness for everybody. Each district, through trial and error, will need to find its own way. It is to be expected that the central administration will retain control of the budget and will set the general rules and policies for academic standards, teacher qualifications, and curriculum. It seems that the local campus will have the freedom to use the funds allocated to it in the manner which it determines, subject to an audit by the central administration. Local community needs and conditions will be reflected in certain minor deviations in the educational programs and courses. What the local campus desires above all, is the right to choose its own name, to use this name without reference to the central college district, and to make its own decisions on minor details of operation. Such operations as student activities, dates and nature of graduation exercises, patterns of faculty organization, and whether to have departments or divisions; also, the number and kind of local administrators.

Needless to say, the application of rules and policies will

be performed by the college president and his staff of administrators. Since the administration will continue to have the primary responsibility for budget-making and allocation of funds, the president will continue to engage in more power in determining how the college operates. No longer, however, can community college boards and presidents exercise control over faculty and students in a dictatorial, arbitrary fashion. Presidential leadership will be the spark for innovation in the future. The president will have learned to exercise leadership and control in a humane manner. The age of educational dictatorship has given way to an age of collective responsibility and shared power.

Although the prognosis for change in the community college is made with the hope that more ideal and perfect conditions may be realized, there lurks in the back of this author's mind the idea that even revolutions finally come to an end not far from where they began. So, even the cautious, restrained predictions are reflections of hope and optimism.

Sociologists have coined the term "cultural lag" to describe a social condition in which all aspects of social change are not accepted by people at the same rate. As a rule, people are more willing to accept changes in the material aspects of culture than they are to accept changes in non-material, ideological aspects. Even though most persons resist machines and gadgets, eventually they come to accept new inventions long before they accept new ideas about politics, religion, or education. Realizing that in the realm of education, changes come painfully slow, this author would not be surprised when visiting a community college in the near future to find

that it was most similar to ones the writer worked during the beginning of the 1970's. However, the writer would be depressingly disappointed if this should be the case.

Recommendations

The administration of Atlanta Junior College would be improved if the conventional line-staff organization plan were modified to place more direct emphasis upon the educational and personnel functions of the college and to assign personnel and administrative responsibilities for supporting services in a more meaningful relationship with the other segments of the institution. The suggestions are illustrated in Figure 2, which shows the director of community relations and the business manager occupying a staff relationship with the administrative line officers. These two functions are not central to the basic educational services of the colleges, rather, they are supporting services necessary for the effective implementation of the educational programs of the college.

It is axiomatic that control of college finances means control of the educational program. In all too many instances fiscal officers have exerted undue influence upon the program through their control of the necessary for its development and implementation. It should not be the responsibility of the business manager to allocate funds in specific amounts to particular activities of the college; unfortunately, there are far too many situations in which the business manager does just this. Requests for funds are channeled through the business office, and the decision regarding such requests too often is made by the business manager or by members of his staff. Such staff members are the custodians of other college funds; their

responsibility is to safeguard monies and to perform services — e.g., accounting, purchasing, contracting —designed to support and implement the educational programs of the college.

Another problem is the domination of budget development by the business manager. Budgets should originate with the departments and should be reviewed by the president and the deans of the various divisions. After the allocations of monies for various purposes have been agreed upon by these administrative officers, it is the responsibility of the business manager to implement the decisions. The business manager should not be permitted to make decisions which would alter or nullify the meaning and purposes of the original budget.

The line-staff chart in Figure 2 also had the advantage of placing the four major educational administrators on the same level. In all too many colleges the academic dean is placed above officers responsible for equally important aspects of the college programs. Student affairs, technical and vocational subjects, and community services are important as the college-parallel program; if these segments of the educational program of the college are to prosper, they must have status equal to that of the transfer program.

The administrative structure of Atlanta Junior College is designed to achieve the educational purposes of the institution. If the college continues to offer a comprehensive spectrum of curricula, it must be organized so that each of the different areas will receive equal attention and direction. The assignment of

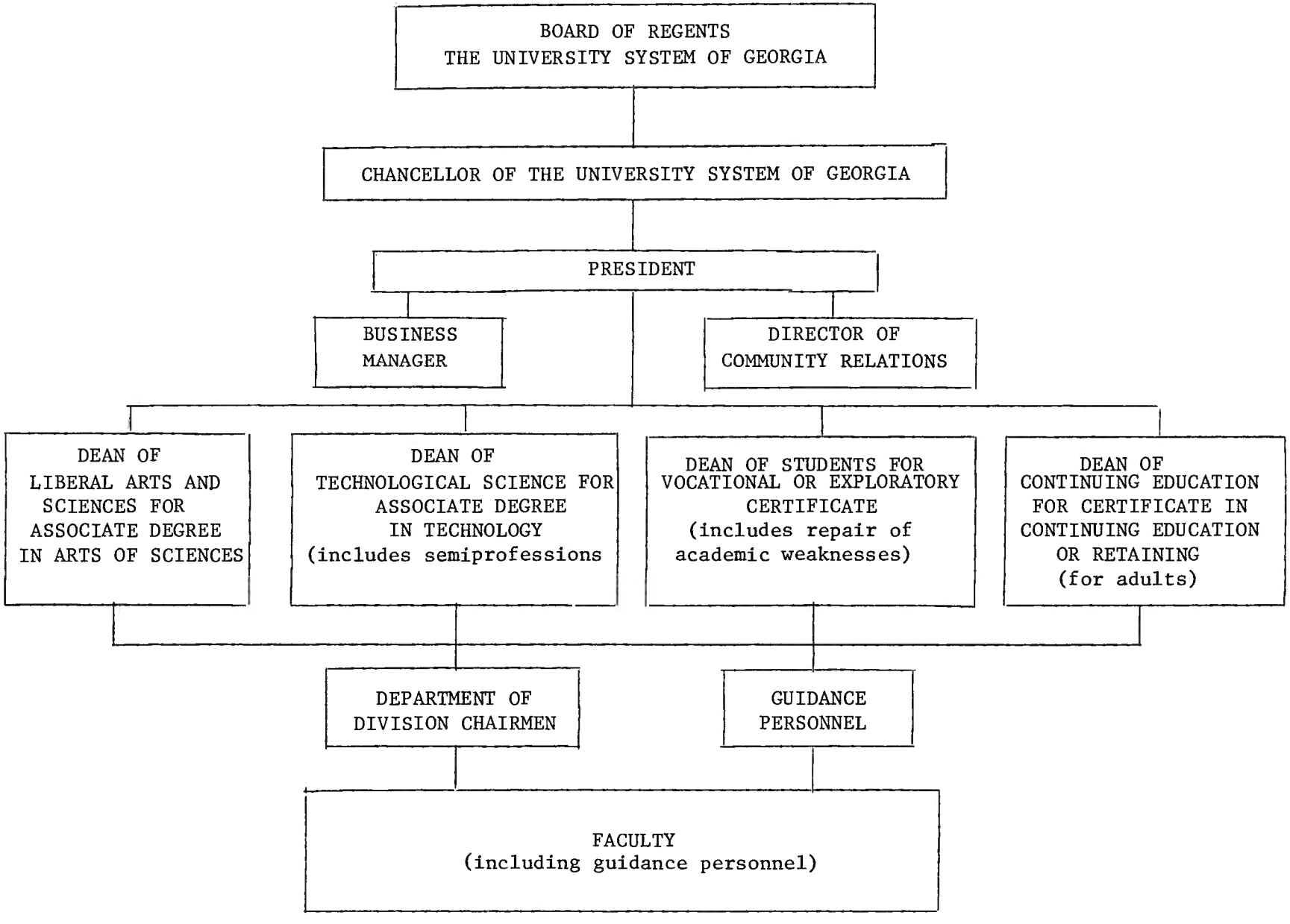
clear cut responsibility for the development and implementation of each of the four primary educational functions of the college must, therefore, be assigned to individuals of equal status within the college. Each individual, along with his staff, should feel the same degree of responsibility and each should have equal access to the president when the available resources of the college are distributed. As long as guidance programs, technical and vocational courses, and community services are subordinate to the college transfer program, the chances of these segments of the college achieving maximum potential are limited.

This type of administrative organization is demonstrably significant in the organization of curriculum and instruction for the achievement of the institution's educational goals. The patterns for curriculum and instruction should be modified on the basis of the size and resources of the individual college, however, the pattern can be applied in most situations.

The present study did not purport to investigate the implications of the President's participation in financial planning at Atlanta Junior College. As observed by the author, the absence of the President's participation left him with little, if any, control over allocation of resources for educational planning.

Therefore, the recommendation is offered as a guideline to strengthen the President's role in budgetary matters.

FIGURE 2. Recommended Organization for Atlanta Junior College



APPENDIX A

File Willie

ATLANTA JUNIOR COLLEGE

1630 STEWART AVENUE, S.W.
ATLANTA, GEORGIA 30310

September 9, 1974

Dr. Robert Hatch
Atlanta, University
Department of Administration and Supervision
Atlanta, Georgia

Dear Dr. Hatch;

On September the 3, 1974, I met with Dean Monroe in regards to my responsibilities during my internship. After discussing the brief history of the Atlanta Junior College, and the challenges it faces, it was felt by Dean Monroe and Dr. Edwin Thompson that my responsibilities should be flexible. The reasoning for this flexibility is due to the abundance of help needed in allareas of the new college, and it's newness in the Atlanta system. The college will open for registration September 23,1974.

Some of my responsibilities are as follows:

1. Attend all meetings of Department Chairman.
2. Attend meetings with Dr. Thompson and Dean Monore (outside meetings as well)
3. Paticipate in the implementation and scheduling of Registration.
4. Establish a reception for incoming faculty and staff. Also, participate in the scheduling and implementation in the two week workshop(faculty and staff). This workshop will take place from September 9-18.
5. Participate as a consultant to the Department of Special Services from September 19-20. This participation will take place at the Atlanta Junior College Retreat.

I am working directly with Dean Monore and Dr. Edwin Thompson. The previous list of responsibilites will be advanced as the college progress in the coming semester. If there are any questions concerning my internship, please advise immediately.

Sincerely yours,

Lillie A. Hopkins.
Doctoral Student,
Atlanta, University,
Dept. Of Adm. and Supervision

C. C. Dr. Barbara Jackson

APPENDIX B

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

DEPARTMENT OF
ADMINISTRATION AND SUPERVISION
SCHOOL OF EDUCATION

TELEPHONES:
525-4357
524-8962

June 27, 1974

Dr. Edwin A. Thompson, President
Atlanta Junior College
1560 Stewart Avenue
Atlanta, Georgia 30310

Dear Dr. Thompson:

This comes as a follow-up to our good meeting with you and Dean D.M. Monroe with reference to an internship opportunity for Miss Lillie Hopkins. Both Miss Hopkins and I are excited with the opportunity to make a contribution to the initial academic management of Atlanta Junior College and trust that the experiences will be perceived as valuable enough that Atlanta University and our Department in particular will be a part of the College's expanding structure.

As indicated in our interview we envision this experience as being significant to Atlanta Junior College as well as to the intern. Therefore we envision the intern being given specific responsibilities in defining dimensions and interrelationships of instruction, organized research, and public service from a program point of view at this important new higher educational institution. We trust that her prior service in Community and Continuing Education, as well as experiences received in the Doctoral Program here at Atlanta University will make her a valuable assistant to Dr. Monroe and we welcome this appointment.

This appointment should be for a minimum of fifteen (15) weeks and could cover the period September 2, 1974 - December 13, 1974. Miss Hopkins has been apprised of this time frame and agrees with it. She also wishes to be invited to planning and orientation conferences if they occur prior to this date.

Finally, you recall that it was mutually agreed that these services for this intern will be voluntary. We are seeking to develop a series of paid internships, but this candidate does not desire that status. This in no way reduces the expected level of performance or assignments.

Our Program Director, Dr. Barbara L. Jackson, was also excited over this opportunity. It is our hope that you will have the opportunity to meet her in the next few weeks and most certainly during some of the orientation conference.

Be assured that we look forward to this and other opportunities with best wishes.

Yours truly,

Robert H. Hatch

Robert H. Hatch, Ed.D.
Professor of Education

RHH/be

cc: Dr. Huey E. Charlton, Dean
Dr. D. M. Monroe, Dean AJC
Dr. Barbara L. Jackson, Director
Miss Lillie Hopkins

APPENDIX C

Questionnaire for Interviews For Faculty Qualification

1. What is your position at Atlanta Junior College?
2. What was your position before coming to Atlanta Junior College?
3. What degrees do you have?
4. Did you hire your faculty?
5. How many are male?
6. How many are female?
7. How many did you hire?
8. What degrees do they have?
9. What criteria did you use for hiring your faculty?

APPENDIX D

Methodology Used to Collect and Analyze Data for the Terminal Project

1. Interviews of administrators at Atlanta Junior College.
2. Library Research.
3. Observation (from meetings) of the Atlanta Board of Regents.
4. Recorded proceedings of Administrative and faculty meetings at Atlanta Junior College.
5. Reading of minutes from the Atlanta Board of Education.
6. Reading of minutes from the Atlanta Board of Regents.
7. Individual consultation with the personnel and staff of the Board of Regents.
8. Interview with Vice-Chancellor John Edison.
9. Individual consultation with faculty of Atlanta University whose academic areas are in educational administration and political science.

APPENDIX E

GEORGIA, FULTON COUNTY

THIS AGREEMENT Made this _____

by and between the BOARD OF EDUCATION OF THE CITY OF ATLANTA, hereinafter called the "Board of Education," whose business address is 224 Central Avenue, S. W., Atlanta, Georgia 30303, and the BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA, hereinafter called the "BOARD OF REGENTS," whose business address is 244 Washington Street, S. W., Atlanta, Georgia 30334:

W I T N E S S E T H

WHEREAS, the Board of Education of the City of Atlanta is the governing authority of the public school system of the City of Atlanta; and

WHEREAS, The Board of Education, on February 8, 1971 authorized the Superintendent to recommend a financial plan for the establishment of a junior college in the City of Atlanta, Fulton County; and

WHEREAS, the Board of Education has appropriated funds for the design of the initial unit of the college and has agreed to meet other necessary legal requirements and enter into a contract for the establishment and operation of a college in the City of Atlanta, Fulton County, Georgia; and

WHEREAS, The Board of Education has agreed to provide a site for a college in the City of Atlanta, Fulton County; and

WHEREAS, the Board of Education has acquired, or as herein covenanted will acquire title to a site of approximately 83 acres for said college in the City of Atlanta, Fulton County, which tract is described hereinafter, and which site has been approved by the Board of Regents for the establishment of said college; and

WHEREAS, the Board of Education has agreed to ultimately provide to the Board of Regents as a site for said college all of the land lying between the present campus of the Atlanta Area Vocational/Technical School on the north, Interstate 75 on the east, Fair Drive on the south and Stewart Avenue on the west, lying in Land Lots 103, 104 and 89; and

WHEREAS, the Board of Education has agreed to take the necessary action to have the public streets in this area closed and their rights-of-way deeded to the Board of Regents including but not limited to Casplan Street, Harden Road, Claire Drive, and Vandiver Drive, south of the present Atlanta Area Vocational/Technical School; and

WHEREAS, the Board of Education has agreed to provide to the Board of Regents as a basic preliminary campus area all of the land outlined in green on the survey of Watts & Browning, Engineers, dated January 22, 1968, which plat is attached hereto and by reference made a part hereof; and

WHEREAS, the Board of Education has agreed to furnish $2,000,000 to cover the design, construction and equipping of an initial academic building for said college; and

WHEREAS, the Board of Education has commissioned and agreed to pay all costs to Finch, Alexander, Barnes, Rothschild & Paschal, Architects for the design and supervision of construction of said initial building of said college; and

WHEREAS, the Board of Education is authorized by the Constitution and laws of Georgia to acquire real property, and to acquire, construct, and equip buildings and facilities, for education beyond the twelfth grade, and to convey such property so acquired, constructed and equipped, to the Board of Regents of the University System of Georgia, its successors and assigns, to contribute funds to said Board of Regents to be applied toward the acquisition of real property and the acquisition, constructing and equipping of buildings and facilities for education beyond the twelfth grade; to issue general obligation bonds in accordance with the Constitution and laws of the State of Georgia for the purpose of financing said undertaking; provided only, that prior to exercising such authority said governing body shall have agreed by contract to convey any such property so acquired or to contribute such funds to the Board of Regents, and the Board of Regents shall have agreed to accept such property or contribution for the purpose of constructing and equipping such buildings and facilities and to operate and maintain the same as a unit of the University System of Georgia rather than as a part of the public school system of this State; and

WHEREAS, the Board of Education has agreed to, and by the Agreement commits itself to, acquire the property described

hereinafter for the purpose of establishing a college and to contract for construction of the initial building to be completed to the satisfaction of the Board of Regents; and

WHEREAS the Board of Regents are vested among other things with the power of establishing and operating colleges and other institutions of learning; and

WHEREAS, the Board of Regents and the Board of Education are directly interested and concerned in the establishment and operation of a college in Fulton County and are desirous of entering into a contract setting forth the respective covenants and obligations of the Board of Education and the Board of Regents; and

WHEREAS, the parties hereto under the Constitution and laws of the State of Georgia are authorized and empowered to contract with each other with respect to the use of the land described hereinafter and the facilities to be constructed and established thereon and with respect to the establishment of a college thereon; and

WHEREAS, the Board of Regents did adopt a Resolution on _____, approving the establishment of a college in Fulton County to be operated as a separate unit of the University System of Georgia;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants herein contained, it is hereby covenanted and agreed as follows:

(1) The parties hereto each warrant unto the other that the above and foregoing recitals of fact and of intention are

true and correct and that each has the power and authority under the Constitution and laws of this State to enter into this Agreement, and that for breach of any premise, agreement, covenant or warranty contained herein, the other would be entitled to, and shall receive, reimbursement as agreed to hereinafter.

(2) The Board of Education will convey by warranty deed to the Board of Regents good, unencumbered, fee simple title to the land described above as the basic preliminary campus on or before September 1, 1974 or within 6 months of completion of construction of the initial academic building, for the purposes and subject to all terms and conditions herein stated and concurrently will deliver to the Board of Regents adequate and good title insurance covering the same.

All warranty deeds hereinabove referred to in this paragraph two (2) shall contain complete legal descriptions of the property conveyed, including all courses, angles, metes and bounds, and shall incorporate plats of surveys to be obtained by the Board of Education.

(3) The Board of Education will completely remove all graves and grave markers if any from the land deeded to the Board of Regents prior to the execution of the warranty deed.

(4) The Board of Education will remove all personal property and structures from the land deeded on or before July 1, 1974, except those structures which do not impede the progress of the initial construction program.

(5) The Board of Education will use every effort, in conformity with recommendations of the Board of Regents, to

secure and maintain appropriate zoning in all areas adjacent to the college site and the access roadways to the site now in existence or to be constructed, so as to insure protection against undesirable and sub-standard developments in such areas.

(6) The Board of Regents agree to accept from the Board of Education the tracts of land described hereinbefore for use as the site of the construction of the college.

(7) The Board of Regents and the Board of Education agree to operate the said college and the Atlanta Area Vocational/Technical School in a coopeative manner in order to mutually utilize to the maximum advantage the physical facilities available in and on all of the area encompassed by the said college and said Atlanta Area Vocational/Technical School.

(8) The Board of Regents agree that it will construct and equip, including all onsite campus development, any additional physical plat needed to provide an adequate college on the property described hereinabove, all in accordance with the plans and specifications prepared by an architect selected by the Board of Regents.

(9) The Board of Regents agree to pay all expenses of operating and maintaining said college from and after its completion and official opening as a unit of the University System of Georgia, such expenses including, but not limited to, the expense of providing the necessary administrative staff, teaching personnel, and other personnel.

(10) The Board of Regents agree to operate at the college a full day program of standard two-year college work and such

other programs as the Board of Regents may authorize as designate under the laws of the State of Georgia and the rules and regulations of the Board of Regents as either may be amended from time to time.

(11) It is understood and agreed that title to the land designated above and all buildings to be constructed thereon in accordance with this Agreement, and all equipment furnished to said college incidental to its establishment and implementation and operation, shall become the property of the Board of Regents of the University System of Georgia.

IN WITNESS THEREOF, the parties have caused the within Agreement to be signed, sealed, executed, and delivered in duplicate copies, either of which may be deemed an original, on the day and year first above written.

Signed, sealed and delivered in the presence of: (As to signature of Benjamin Mays, Chairman and John W. Letson, Superintendent)

BOARD OF EDUCATION OF THE CITY OF ATLANTA, GEORGIA

_____
Witness

BY_____
Chairman

_____
Notary Public

BY_____
Superintendent

My Commission Expires:

_____
(NOTARY SEAL)

Signed, sealed and delivered in the presence of: (As to signatures of _____ _____, Vice-Chancellor, and _____ _____, Assistant Executive Secretary)

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

_____
Witness

BY _____
Vice-Chancellor

_____
Notary Public

ATTEST: _____
Assistant Executive Secretary

My Commission Expires:

_____
(NOTARY SEAL)

APPENDIX F

REGENTS, UNIVERSITY SYSTEM OF GEORGIA

244 Washington Street, S.W. - Fourth Floor, Atlanta, Ga.

DISTRICT	REGENT	ADDRESS
State at Large	Lamar R. Plunkett (February 16, 1974-January 1, 1981)	50 Morris Street Bowdon 30108
State at Large	Jesse Hill, Jr. (May 8, 1973-January 1, 1978)	Atlanta Life Ins. Co. 148 Auburn Ave., N.E. Atlanta, 30303
State at Large	Milton Jones (January 1, 1974-January 1, 1981)	P. O. Box 2607 Columbus 31902
State at Large	John A. Bell, Jr. (Vice Chair.) (January 2, 1970-January 1, 1977)	Dublin Medical Art Center Dublin 31021
State at Large	Sam A. Way, III (March 29, 1972-January 1, 1976)	P. O. Box 568 Hawkinsville 31035
First	Mrs. Hugh Peterson, Sr. (February 2, 1970-January 1, 1976)	Ailey 30410
Second	John I. Spooner (January 8, 1968-January 1, 1975)	Seldom Rest Farms Donaldsonville
Third	John H. Robinson, III (March 23, 1972-January 1, 1979)	629 E. Forsyth Americus 31709
Fourth	John R. Richardson (January 7, 1970-January 1, 1977)	Route 5, Box 57 Conyers 30207
Fifth	W. Lee Burge (January 8, 1968-January 1, 1975)	P. O. Box 4081 Atlanta 30302
Sixth	David Tisinger (February 3, 1971-January 1, 1978)	202 Tanner ST. Carrollton 30117
Seventh	James D. Maddox (January 16, 1973-January 1, 1980)	P. O. Box 29 Rome 30161
Eighth	Charles A. Harris (Chairman) (February 17, 1971-January 1, 1978)	Ocilla 31774
Ninth	P. R. SMith (March 2, 1973-January 1, 1980)	Box 593 Winder 30680
Tenth 3/5/74	Carey Williams (February 3, 1972-January 1, 1979)	Greensboro 30642

SELECTED BIBLIOGRAPHY

Books

Barnard, Chester I. The Functions of the Executive. Cambridge: Harvard University Press, 1947, Chapter XII.

Berg, E. H., and Axtell, D. Programs for Disadvantaged Students in the California Community Colleges. Oakland, California; Peralta Junior College District, 1968.

Blocker, Clyde, Plummer, Robert, and Richardson, Richard. The Two Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Brubacker, John. Bases for Policy in Higher Education. New York: McGraw-Hill Book Company, 1965.

Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, 1960.

Cohen, Arthur. Dateline '79: Heretical Concepts for the Community College. Beverly Hills: Glencoe Press, 1969.

Cohen, M. The Dynamic Interaction of Student and Teacher. ERIC Clearinghouse for Junior Colleges, Topical Paper No. 17. Los Angeles: University, 1971.

Collins, C., and Collins, L. The Case for the Community College: A Critical Appraisal of Philosophy and Function. El Cajon, California: Published by the authors, 1966.

Cosand, J. The Community College in 1980. New York: Dell Publishing Company, 1986.

Cross, K. The Junior College's Role in Providing Post-Secondary Education for All. Prepared for the U. S. Office of Education, Washington, D. C., 1969.

Eaton, John M. A Study of Orientation of New Faculty Members in Michigan Community Colleges. East Lansing, Michigan: Michigan State University, 1964.

Feldman, M. Position Paper for the United States Commissioner of Education. U. S. Office of Education, Washington, D. C. 1969.

Gleaser, Edmund J. Analysis of Junior College Growth. Junior College Directory, American Association of Junior Colleges, Washington, D. C., 1959.

Gulick, Luther. Notes on the Theory of Organization, in Papers on the Science of Administration, 1937.

Havinghurst, Robert J., and Neugarten, Bernice L. Society and Education. Englewood Cliffs, New Jersey: Allyn and Bacon, Inc., 1957.

Johnson, Lamar. Islands of Innovation Expanding: Changes for the Community College. Beverly Hills: Glencoe Press, 1969.

Kelly, Frances M., and Connely, John. Orientation for Faculty in Junior Colleges. Monograph No. 10, Washington, D. C.: American Association for Junior Colleges, 1970.

Kimball, John R. Analysis of Institutional Objectives in Michigan's Community Junior Colleges. Lansing, Michigan: Michigan State University, 1960.

Knoell, Dorothy, and Medsker, Leland. From Junior to Senior College: A Study of the Transfer Student. Washington, D. C.: American Council on Education, 1965.

Medsker, Leland. The Junior College Progress and Prospect. New York, New York: McGraw-Hill Book Company, 1960.

Medsker, Leland, and Tillery H. Breaking the Access Barriers: A Profile of Two Year Colleges. New York: McGraw-Hill Book Company, 1971.

O'Banion. New Directions in Community Colleges. (mimeographed) 1969, Champaign, Illinois.

Pettibone, John F. Orientation Programs and Orientation Leadership in the Public Two Year Institutions of New York State. Columbus, Ohio: Ohio State University, 1969.

Reynolds, James. The Comprehensive Junior College Curriculum. Berkeley: McCutchan Publishing Corporation, 1969.

Richards, Jerrel T. Critical Incidents in the Orientation of Newly Appointed Junior College Instructors. Los Angeles: University of California, 1964.

Rouche, John. Salvage, Redirection or Custody? Remedial Education in the Community Junior College. Washington, D. C.: American Association of Junior Colleges, 1968.

Schafer, Michael I. The Student Role of Teacher: Faculty, Development in the Community College. Gainesville, Florida: University of Florida, 1970.

Selznick, Phillip. Leadership in Administration. Evanston: Row, Peterson and Company, 1957.

Siehr, Hugo E. Problems of New Faculty Members in Community Colleges. East Lansing, Michigan: Michigan State University, 1963.

Simon, Herbert A. Administrative Behavior. New York: Macmillan Company, 1958.

_____. Recent Advances in Organizational Theory: Research Frontiers in Politics and Government. Washington, D. C.: Brookings Institution, 1955.

Wattenbarger, J. L. Staffing the Community Colleges: Who, Why, and How? Junior College Staffing 1975-80. Normal, Illinois: Illinois State University, 1971.

Whitehead, Alfred North. From Universities and Their Functions, quoted from Modern Essay, ed., Russel Wye. Chicago: Scott Foreman and Company, 1957.

Willingham, Warren. The Importance of Revelance in Expanding Post Secondary Education: Trends in Post Secondary Education. Washington, D. C., United States.

Journals

Austin, Alexander W. "Trends May Be Ending." The Chronicle of Higher Education, December 1974.

Koos, Leonard V. "How to Democratize the Junior College." School Review, May 1944.

Koos, Leonard V. "Local versus Regional Junior Colleges." School Review, November 1944.

Litchfield, Edward H. "Organization in Large American Universities." Journal of Higher Education, October and December 1959.

Martin, Marie. "The Federal Government Behind the Open Door." Peabody Journal of Education, XLVIII, July 1971.

Parsons, Talcott. "Sociological Approach to the Theory of Organization, II." Administrative Science Quarterly, September 1956.

Phair, S. "California Colleges Look at Their New Faculty." Junior College Journal, Vol. 39, No. 4 1968-69.

Schultz, Raymond. "Curriculum Trends and Directions in American Junior Colleges." Peabody Journal of Education, XLVIII, July 1971.

Tracy, Norbet. "Orientation of New Faculty Members in Colleges and Universities." North Central Association Quarterly, Fall 1961.

Reports

Anderson, E., and Thornhold, C. E. Report of Selected Data and Characteristics. Illinois Public Junior College, 1968-69. Illinois Report No. 19. Springfield: Illinois Junior College, (1969).

Beazley, R. Numbers and Characteristics of Employees in Institutions of Higher Education, Fall, (1966).

Willis, Benjamin C. Report on the Chicago City Junior College to the Chicago Board of Education. Chicago: Chicago Board of Education, (1956).

American Association of Junior Colleges. Preparing Two Year College Teachers for the '70's. Washington, D. C., (1969).

Carnegie Commission on Higher Education. Less Time, More Options: Education Beyond the High School. New York: McGraw-Hill Book Company, (1971).

Enrollment data in the Directory are cumulative for the year and thus include any student served by a Junior College for the year reported; they do not reflect the enrollment situation as of a given date.

Higher Education for American Democracy: A Report of the President's Commission for Higher Education. New York: Harper and Brothers, Vol. 1, (1948).

Statement and Recommendations of the Board of Regents for meeting the needs in Higher Education in New York State, New York, State Department of Education, Albany, New York, December 21, 1956.

United States Office of Education. Opening Fall Enrollments in Higher Education, Part A-Summary, Washington, D. C., 1968.

Government Documents

The President's Committee on Education, Beyond the High School, Second Report to the President. Washington, D. C.: U. S. Government Printing Office, 1957.

Code of Georgia TITLE 32. Chapter 32-156, 157, and 158. 1972

Letters

Greco, C., Planning Officer, State Technical Colleges, Connecticut. Letter. October 28, 1971.

Soderquist, W. E., Assistant to the President, Southwest College. Letter. October 20, 1971.

Interviews

Dr. Thompson, Edwin. President, Atlanta Junior College, Atlanta, Georgia. Interview, 6 December 1974.

Dr. Monroe, Dougald McDouglad. Academic Dean, Atlanta Junior College, Atlanta, Georgia. Interview, 5 January 1975.

Easley, Charles. Director of Students Services, Atlanta Junior College, Atlanta, Georgia. Interview, 5 January 1975.

New, Reginald. Comptroller, Atlanta Junior College, Atlanta, Georgia. Interview, 5 January 1975.

Unger, Christine. Chairman of Humanities Department, Atlanta Junior College, Atlanta, Georgia. Interview 13 February 1975.

Dr. Clemons, Willie. Chairman of Special Studies Department, Atlanta Junior College, Atlanta, Georgia. Interview 13 February 1975.

Wilson, Joan. Chairman of Social Science Department, Atlanta Junior College, Atlanta, Georgia. Interview 13 February 1975.